

PSYCHOLOGICAL NEEDS, PERSONAL VALUES,  
AND PERSONALITY TRAITS OF  
GRADUATE LEVEL SPECIAL EDUCATION STUDENTS

By

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PSYCHOLOGICAL NEEDS, PERSONAL VALUES,  
AND PERSONALITY TRAITS OF  
GRADUATE LEVEL SPECIAL EDUCATION STUDENTS

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The primary objective of the study was to generate a general personality profile of people who have chosen special education as a profession. The other objectives were to determine whether or not there are significant differences between the personality characteristics of special educators: (a) in specific areas of specialization (mental retardation, emotional disturbance, learning disabilities, blind and partially sighted, and administration), (b) at different levels of graduate training (master's and post-master's), (c) in different age groups (20-24, 25-29, and over 30), (d) with a different number of years of special education teaching experience (zero years and one or more years), and (e) of both sexes.



The subjects (N=112) were special education graduate students enrolled full-time at two state supported universities in Florida. Three paper-and-pencil personality inventories were completed by the subjects. They were the Edwards Personal Preference Schedule (EPPS), the Allport-Vernon-Lindzey Study of Values (SV), and the California Psychological Inventory (CPI).

Analysis of variance was used to determine whether significant differences ( $p < .05$ ) existed between any of the mean scores of the subjects grouped according to area of specialization, degree level, age, years of teaching experience, and sex, on any of the variable measures of the EPPS, SV, and CPI. Discriminant function analysis was used to determine the relationship of the variables to each other and their contribution to the discrimination between groups.

Based on the results of the analysis, a general personality profile of the subjects was developed. They tend to be seen as poised, spontaneous, and self-confident in personal and social interactions. They possess a strong sense of personal worth and are demanding and aggressive. They have a definite capacity for independent thinking and action, and their achievement is facilitated in settings where autonomy and independence are seen as positive behaviors. They are disbelieving and distrustful in personal and social outlook, and intolerant of other people's

social beliefs and attitudes. At the same time they are not concerned about how others react to them.

There were no significant differences between the personality characteristics of the subjects whose areas of specialization were the education of the emotionally disturbed, the mentally retarded, and the learning disabled. The subjects in the other two areas of specialization (blind and partially sighted and administration) differed significantly, but because of sampling bias, the differences were reported as not valid.

Significant differences were found between the subjects working on master's degrees and those in more advanced training programs. The post-master's group tended to be considerably more domineering, aggressive, and achievement oriented than the master's degree subjects.

There were significant differences found between the subjects in different age groups. The older subjects tended to be less timid in the presence of superiors, more achievement oriented, and more blunt and direct in thinking and action.

Significant differences were also found between the subjects who had special education teaching experience and those who did not. The subjects with teaching experience were found to have a greater need to follow instructions, to conform to custom and to avoid the unconventional than the subjects with no teaching experience. Significant differences were also found between the male and female subjects.

## CHAPTER I

### THE PROBLEM

Special education as a profession is composed of many distinct, yet interlocking and interdependent components. It is these components that have contributed to the recognition of special education as a distinct field within the education profession. The types of children served, the methods and materials used to educate the children, student assessment and diagnosis, teacher training, and many other elements can be included within this framework.

These components continue to be defined and developed within the profession through various research and development efforts. ✓ One component that requires initial definition and clarification is the personality characteristics of people who have chosen special education as a career. / The relatively scant attention paid to this element is in direct contrast to the extensive study of personality traits of general educators (Biddle & Ellena, 1964; Gage, 1963; Getzels & Jackson, 1963; Jansen, Jensen, & Mylov, 1972; Krugman, 1958; Ryans, 1960; Smith, 1971). It is because of this paucity of research that the author

chose to study the personality characteristics of special educators.

### The Purpose

Personality characteristics of special educators relate to many facets of the profession, including career choice, career satisfaction, recruitment, screening, teacher training, and teacher competence (Burrello & Sage, 1971; Garrison & Scott, 1961; Getzels & Jackson, 1963; Gottfried & Jones, 1964; Jones & Gottfried, 1966; Osipow, 1968; Reid, Reid, Whorton, & Reichard, 1972; Rudolff, 1969; White, 1970). The author chose to focus this study on the personality characteristics of special educators as they relate to career choice and screening.

✓ The knowledge of personality characteristics of people in specific professions enables other people who are interested in entering that field to compare their own traits with those of people already in the field (Gottfried & Jones, 1964). The identification of these characteristics enables students and those who advise them to make better career decisions based on this information. One goal of this study was to develop a general personality profile of special educators for this purpose. "

Differences in the characteristics of people who chose the different areas of specialization within the field were also examined in this study. General personality traits of people who have specialized in the

education of the mentally retarded, the emotionally disturbed, the learning disabled, and the blind and partially sighted, and special education administration were examined. This information could enable students considering special education as a profession to compare their characteristics with those of people who have specialized in these different areas (Jones, 1966).

Information concerning the traits of special educators could be used to implement other personal data to facilitate the decisions of people whose task it is to admit individuals to the profession, i.e., university admissions committees. In some cases individuals are admitted to a training facility only to be dismissed, or to quit, for reasons that relate directly to their personality characteristics. People whose characteristics differ greatly from the majority of those in the field could be directed toward more appropriate professions (Bower & Greenfield, 1973). It is important to remember, however, that these characteristics should not be used as a sine qua non in special education admission decisions. Results of studies such as this offer general guidelines, and are a means to an end and not an end in themselves.

✓ There is general agreement among educators that personality traits of teachers directly manifest themselves within the educational context (Bowers & Soar, 1961; Dobson, 1972; Flanders, 1960; Gage, 1963; Scheuer, 1971;

Stringer, 1961; Wilk & Edson, 1963). This position is aptly presented by Getzels and Jackson (1963):

The personality of the teacher is a significant variable in the classroom. Indeed, some would agree it is the most significant variable. The educational impact of an Icabod Crane or a Mark Hopkins, of a Mr. Chips or a Socrates, is surely not due solely to what he knows, or even to what he does, but in a very real sense to what he is. (p. 506)

It is for this reason that it is important during the admission process to screen people who, because of their personality traits, may have a detrimental effect on the students they may teach (Bower & Greenfield, 1973).

It has been stated that it is advisable to use a special screening process when admitting people to the field of special education who wish to teach emotionally disturbed children (Balow, 1966). This implies that this area of specialization attracts an inordinant number of maladjusted individuals, and this study will investigate what is essentially conjecture (Osipov, 1968).

#### Delineation of the Research

For this study it was assumed that a person who has enrolled in a graduate level training program has, by the act of enrollment, indicated his choice of profession. Upon completion of the program it is probable that the graduate will take a position within the profession. It is also probable, particularly at the doctoral level, that many of the subjects in the study have been employed as

special educators prior to their enrollment as graduate students. For this reason, the researcher concluded that graduate students would be representative of the population that is actually employed in the field of special education and would be appropriate subjects.

Within the field of special education there are many areas of specialization. Those areas chosen for inclusion in this study were: (a) the education of the mentally retarded (MR), (b) the education of the emotionally disturbed (ED), (c) the education of children with learning disabilities (LD), (d) the education of the blind and partially sighted (Blind), and (e) special education administration (Admin.).

The subjects were enrolled in programs leading to three different graduate degrees: (a) Master of Education, (b) Specialist of Education, and (c) Doctor of Education or Doctor of Philosophy. Because of the small number of people in the Specialist program, that group of subjects was combined with the Doctoral level subjects to form a Post-Master's level group.

✓ Factors that researchers consider influential in career choice are ability, attitude, interests, personality characteristics, self-concept, and sociological factors (Getzels & Jackson, 1963). Although it has been stated that comprehensive studies including all of these factors are best (Zytowski, 1970), it is also acknowledged that more modest studies may yield promising leads, suggest new

approaches, and add significant knowledge to the larger problem (Jones, 1966). From this list of factors, personality characteristics were chosen by the author for study. Specifically, the subjects in the study were asked to respond to three personality inventories, each of which was respectively designed to measure psychological needs, personal values, and personality traits.

### Objectives

The specific objectives of this study were:

1. to generate an initial personality profile of people who have chosen special education as a profession,
2. to determine whether there were any significant differences between the subjects in specific areas of specialization within the field of special education (MR, ED, LD, Blind, and Admin.),
3. to determine whether there were any significant differences between the subjects at different levels of training (master's, and post-master's),
4. to determine whether there were any significant differences between men and women subjects,
5. to determine whether there were any significant differences between the subjects in different age groups (20-24, 25-29, and 30 and above), and
6. to determine whether there were any significant differences between subjects who have, or have not, taught in special education.



### Delimitation

Subjects were special education graduate students enrolled full-time during Summer and Fall Terms, 1975, at two state supported universities in Florida: the University of Florida, in Gainesville, and the Florida State University, in Tallahassee. All students in the departments meeting these criteria were asked to participate in the study, and the number of subjects was determined by the response of the students.

Three paper-and-pencil personality inventories were administered to the subjects. They were the Edwards Personal Preference Schedule, which measures psychological needs, the Allport-Vernon-Lindzey Study of Values, which measures personal values, and the California Psychological Inventory, which measures personality traits.

### Definition of Terms

**Personal Value:** any characteristic deemed important because of psychological, social, moral, or aesthetic considerations.

**Personality Characteristics:** the totality of an individual's characteristics.

**Personality Trait:** a distinguishing quality of character.

**Psychological Need:** an urge or motivation that has been acquired through experience and education in distinction to a primary drive, which arises out of the direct need of the organism.

Special Education: the education of exceptional children.

Special Educator: anyone actively employed in, or training for, the special education profession.

## CHAPTER II

### REVIEW OF THE LITERATURE

Several distinct approaches have been utilized in the study of career choice. The theories that underlie the major approaches are: (a) trait-factor theory, (b) sociological and demographic theory, (c) developmental and self-concept theory, and (d) personality theory (Osipow, 1968). Two of these theories were utilized in this study: trait-factor theory and personality theory.

Trait-factor theory is, in its broadest sense, a means of proceeding in research and practice. A researcher first identifies some aspect of behavior for study and then devises some way of measuring it in an appropriate group of subjects. He uses the average score of the group as a reference point for the individual scores. The purpose of the process is:

to indicate how far above or below the average of a defined group an individual is with respect to the characteristic measured. (Ebel, 1969, p. 640)

Much of the psychological testing movement has grown out of this approach (Osipow, 1968).

Several elements of personality theory have been selected for use in the study of career choice. Among

these are attitudes, values, interests, adjustment, needs, and personality traits (Getzels & Jackson, 1963; Osipow, 1968). Of these elements, three were chosen by the author for inclusion in this study: psychological needs, personal values, and personality traits.

As stated by Osipow (1968):

A psychological needs conception, along with the idea of tension reduction through needs satisfaction, is, in many ways, ideally suited to explain many aspects of career behavior. (p. 153)

✓ The conviction is that a person will choose a career that he feels will satisfy his particular needs. A person who is able to successfully identify his own needs and match those to a career that provides potential satisfaction to those needs is more likely to be satisfied with his job than someone who has not considered his needs when choosing a career.

The theory underlying the personal values approach is similar to that of the psychological needs approach. An individual has certain personal values that influence his choice of career and the degree of satisfaction with the career. Some values that are typically considered as influential are religious beliefs, prestige, security, and the role of economic return in life (Osipow, 1968; Robinson & Shaver, 1973). In as much as a certain career is consistent with an individual's values, a person will be satisfied with his choice of vocation.

General psychological theory has been applied to vocational behavior in order to study the personality traits of people in certain professions. Research has shown that:

as with interests, values, and needs, members of a given occupation tend to be more like each other and less like people not in that occupation on one or another personality traits measured in one or another ways. (Zytowski, 1970, p. 76)

Also considered in this approach is the relationship between psychopathology and career choice. It has long been speculated that certain occupations attract more than their share of maladjusted individuals. This speculation has led to much research, but the results have been equivocal. Osipow (1968) states that "in general, no data exist to suggest a specific relationship between psychopathology and career choice" (p. 177).

An early recognition of the importance of identifying specific personality characteristics of teachers was in 1958 (Krugman, 1958). Until this time there was general agreement that there was an "ideal teacher" who could effectively teach all children. The search for this ideal teacher was appreciated as unrealistic when Bernard (1958) and Biber (1958) postulated that certain personality characteristics of teachers could be related to certain variables, such as the age level of the children taught, in order to facilitate more effective screening, training, and placement of teachers.

The personal needs of special education teachers were studied by Garrison and Scott (1961). They compared the psychological needs of college students preparing to teach in five different areas: (a) lower elementary, (b) upper elementary, (c) general secondary, (d) nongeneral secondary, and (e) special education. The hypothesis was that the needs of the students would differ according to their area of specialization. The Edwards Personal Preference Schedule was used to measure the psychological needs of the subjects ( $N=530$ ). F-tests of the significance of the difference in means for each of the personal needs scores yielded a highly significant difference (at the .01 level of confidence) on the need for Achievement. Significant differences (at the .05 level of confidence) were also found on the need for Nurturance, the need for Order, and the need for Succorance.

The special education students showed a significantly greater need for Achievement than the lower elementary, upper elementary, and nongeneral secondary education students. The home economics students showed a significantly greater need for Order and a lower need for Exhibition than the special education students. Lower and upper elementary and secondary students showed a significantly greater need for Succorance than the special education students. The hypothesis of the study was confirmed for the personal needs for Achievement, Nurturance, Order, and Succorance.

Gottfried and Jones (1964) studied motivational factors associated with the choice of special education as a career. It was found that the primary reason for entering the field was prior contact with exceptional children. The internalized motives most often given were: (a) a desire to help others, and (b) the challenge of the field. The researchers suggested that if there are specific personal motives for entering special education and if the motives differentiated successful and unsuccessful persons in the field, they could assume importance in the teacher training process.

Jones and Gottfried (1966) studied the relationship between psychological needs and preferences for teaching different types of exceptional children. Subjects (N=726) were asked to complete the Edwards Personal Preference Schedule and to rank order their preferences for teaching each of 12 exceptionalities. Of those students preparing to teach exceptional children, high scores on Affiliation were associated with preference to teach delinquent and deaf children. Low scores on this subtest were associated with a preference for teaching speech handicapped children. The students who indicated a preference to teach deaf and blind children had high Exhibition scores, and those who preferred to teach delinquent and partially sighted had low Exhibition scores.

The psychological needs of special education administrators were studied by Burrello and Sage (1971) using the

Behavior Preference Inventory. The main objective of the study was to validate the Inventory. Using the instrument they found significant need variations between men and women, administrators in different age brackets, and administrators in rural and city settings. Further study of the relationships between personality variables and the decision making process of administrators was suggested, as was the need to sensitize administrators to their personal needs and their influence on the decision making process.

Wakefield and Crowl (1974) attempted to formulate an image of the ideal special education teacher in terms of personality characteristics. Four groups of subjects (N=154) (special education professors, teachers, graduate and undergraduate students) were asked to rank order the personality variables of the Edwards Personal Preference Schedule in the order that these traits should be exhibited by a special education teacher. There was a high degree of consistency within and among groups, leading the researchers to conclude that there exists "a highly stable image of the ideal special educator in terms of personality needs" (p. 87). Those needs considered most desirable were Intracception, Nurturance, Endurance, and Achievement. Those considered least important were Exhibition, Heterosexuality, Abasement, and Aggression.

Caskey and Lutz (1975) attempted to identify personal influences and values associated with special education as



a career choice. The subjects were special education students and teachers working in the field. Three response patterns to a questionnaire were reported: (a) those people who chose special education as a career because of prior knowledge of the field, (b) those who chose the career because of personal satisfaction obtained while working in the field, and (c) those whose motives are primarily altruistic.

As one part of a research project Reid, Reid, Whorton, and Reichard (1972) administered the California Psychological Inventory to special education and nonspecial education college freshmen. This was done as an attempt to improve recruitment and screening procedures. Significant differences between the two groups were found in 10 of the subtests, "all in favor of the special education majors" (p. 130). Significant differences were found in Sense of Well-Being, Responsibility, Socialization, Self-Control, Tolerance, Achievement via Conformance, Achievement via Independence, Intellectual Efficiency, and Psychological Mindedness.

Bower and Greenfield (1973) studied emotional disturbance in the teacher population. They found significant differences between certified teachers and teachers whose certification had been revoked because of emotional disturbance. The revoked group was significantly older at the time of application for credentials, and it was suggested that the revoked group entered education as a

career as a second, third, or last choice. The authors noted that there exists:

a remarkable lack of research on prevalence of emotional disturbance in teachers, how screening techniques might be employed, and how institutions of higher learning can redirect more effectively and courageously students with high levels of instability into less emotionally arduous careers.  
(p. 60)

### Summary

A brief review of the approaches used in the study of career choice that relate directly to this study was first presented. These are trait-factor theory and personality theory. Within the broad approach of personality theory three factors were discussed as they relate to this study: psychological needs, personal values, and personality traits. This was followed by a review of the studies that were designed to address the question of psychological needs, personal values, and personality traits of special educators.

## CHAPTER III

### METHODOLOGY

The research method used for this study was descriptive. There are two basic goals of this method of research. The first is to systematically describe the characteristics of a given population, and the second is to make comparisons and evaluations (Isaac & Michael, 1971). The researcher attempted to achieve both of these goals in this project.

#### Selection of Subjects

The subjects were students at two state supported universities in Florida: The University of Florida in Gainesville, and Florida State University in Tallahassee. The subjects were enrolled in each university as full-time special education graduate students and were attending classes during Summer and Fall Terms, 1975. An attempt was made to include as subjects all students who met these criteria.

#### Instrumentation

Three paper-and-pencil personality inventories were administered to the subjects. These were: (a) the Edwards Personal Preference Schedule, (b) the Allport-

Vernon-Lindzey Study of Values, and (c) the California Psychological Inventory.

### The Edwards Personal Preference Schedule

The Edwards Personal Preference Schedule (EPPS) was designed to provide measures of 15 normal psychological needs (Edwards, 1959). The variables measured are: Achievement (ach), Deference (def), Order (ord), Exhibition (exh), Autonomy (aut), Affiliation (aff), Intracception (int), Succorance (suc), Dominance (dom), Abasement (aba), Nurturance (nur), Change (chg), Endurance (end), Hetero-<sup>?</sup> sexuality (het), and Aggression (agg) (see Appendix A for a description of the variables).

Statements measuring each of the 15 variables are paired twice with statements measuring each of the other variables in the EPPS. The respondent is asked to choose which of the two statements is more characteristic of himself. A high score on the measure indicates that the subject has chosen statements representative of that personality variable as being most descriptive of himself. The raw score range for each variable is zero to 28.

Normative data were obtained from two groups of subjects: 1509 college students and 8963 adults of both sexes who were heads of households. The means and standard deviations of the adult normative sample are presented in Table 1.

TABLE 1

Means and Standard Deviations of the EPPS Variables  
For the General Adult Sample

Variable	Means		Standard Deviations	
	Men	Women	Men	Women
Achievement	14.79*	13.58	4.14	3.95
Deference	14.19	14.72*	3.91	3.84
Order	14.69	15.59*	4.87	4.57
Exhibition	12.75*	11.48	3.99	3.88
Autonomy	14.02*	12.10	4.38	4.11
Affiliation	14.51	17.76*	4.32	4.15
Intraseption	14.18	15.28*	4.42	4.13
Succorance	10.78	12.86*	4.71	4.55
Dominance	14.50*	10.24	5.27	4.73
Abasement	14.59	16.89*	5.13	4.88
Nurturance	15.67	18.48*	4.97	4.43
Change	13.87	15.99*	4.76	4.73
Endurance	16.97*	16.50	4.90	4.66
Heterosexuality	11.21*	8.12	7.70	6.59
Aggression	13.06*	10.16	4.60	4.37
Consistency Score	11.35	11.59*	1.96	1.83
N	4031	4932		

\*This mean is significantly larger (at the 1 per cent level) than the corresponding mean for the opposite sex.

Source: Edwards, 1959

Split-half reliability coefficients were computed for the 15 measures. The scores of the 1509 normative college students were used to obtain the coefficients, which ranged from .60 to .87. Test-retest reliability coefficients (one week interval, N=89) were reported as ranging from .74 to .88. Intercorrelation of the variables was computed. The intercorrelations were generally low, indicating that the variables being measured are relatively independent.

#### The Allport-Vernon-Lindzey Study of Values

The Allport-Vernon-Lindzey Study of Values (SV) was designed to measure six basic personal values or motivations (Allport, Vernon, & Lindzey, 1970). The variables measured are Theoretical, Economic, Aesthetic, Social, Political, and Religious (see Appendix A for a description of the variables).

The test was designed to measure the relative strength of the variables, with each value measured by 20 questions. A high score on one variable necessarily lowers the scores of the other variables. The scores do not represent an absolute amount of value or motivation connected with a measure, but rather their relative importance to the individual.

The scores on the SV of 5894 college students were used for normative purposes. Standard deviations are presented for a portion of the group in Table 2.

TABLE 2

Means and Standard Deviations of the  
Allport-Vernon-Lindzey Study of Values  
For a Portion of the Normative Sample

Variable	3778 College Students		2489 Males		1289 Females	
	Mean	SD	Mean	SD	Mean	SD
Theoretical	39.75	7.27	43.75	7.34	35.75	7.19
Economic	40.33	7.61	42.78	7.92	37.87	7.30
Aesthetic	38.88	8.42	35.09	8.49	42.67	8.34
Social	39.56	7.03	37.09	7.03	42.03	7.02
Political	40.39	6.44	42.94	6.64	37.84	6.23
Religious	41.01	9.31	38.20	9.32	43.81	9.40

Source: Allport, Vernon, & Lindzey, 1970

Measures of reliability show that the internal consistency of the SV is adequate. The mean reliability coefficient, using a split-half reliability measure, is .90. Item analysis shows that each item is positively correlated with the total score for its value, significant at the .01 level of confidence. Correlation among variables is low, indicating that the values measured are relatively discrete.

#### The California Psychological Inventory

The California Psychological Inventory (CPI) was designed to measure personality traits relevant to the

understanding and prediction of social behavior (Gough, 1969). It was designed for use with normal, socially functioning individuals. The test includes 18 scales which are intended to measure different aspects of interpersonal functioning. The traits measured are Dominance (Do), Capacity for Status (Cs), Sociability (Sy), Social Presence (Sp), Self-Acceptance (Sa), Sense of Well-Being (Wb), Responsibility (Re), Socialization (So), Self-Control (Sc), Tolerance (To), Good Impression (Gi), Communality (Cm), Achievement via Conformance (Ac), Achievement via Independence (Ai), Intellectual Efficiency (Ie), Psychological-Mindedness (Py), Flexibility (Fx), and Femininity (Fe) (see Appendix A for a description of the variables).

The CPI scores of over 13,000 subjects were used for normative purposes. The group included a wide range of ages, socio-economic groups and geographical areas. Raw score means and standard deviations estimated from a table for converting CPI scores to standard scores, and from the profile sheet for the CPI are presented in Table 3.

Two studies reported on test reliability. One study (N=226) reported correlation (test-retest, one year interval) ranging from .44 to .77. The other study (N=200) reported correlations (test-retest, seven to 21 day intervals) ranging from .49 to .87. Scale intercorrelation indicates that the separate subtests measure separate personality traits as intended.



TABLE 3

Raw Score Means and Standard Deviations  
Estimated From a Table For Converting  
CPI Scores to Standard Scores

Variable	Means		Standard Deviations	
	Men	Women	Men	Women
Dominance	27	27	5	5.5
Capacity for Status	19.3	20	3.6	3.6
Sociability	24.5	24.5	5	4.5
Social Presence	34	34	5.5	6
Self-Acceptance	19.3	20	3.6	3.6
Sense of Well-Being	37.5	37.5	4	4.5
Responsibility	31	32	5	5
Socialization	36.5	39.5	6	5.5
Self-Control	31	32	7.5	7
Tolerance	23	23	4.5	4.5
Good Impression	20	20	6	6
Communality	25.2	25.8	2	2.2
Achievement via Conformance	27.5	28	4.5	4.5
Achievement via Independence	18.6	19	4.4	4
Intellectual Efficiency	39.3	39	4.6	5
Psychological Mindedness	11	11	2.8	2.8
Flexibility	9	9	3.5	3.5
Femininity	16.3	23	3.6	3.3

Source: Gough, 1969

### Questionnaire

A questionnaire was developed by the researcher to accompany the three personality inventories. The purpose of the questionnaire was to obtain biographical information about the subjects (see Appendix B).

### Procedures

The data were collected from July through October, 1975. This period overlapped Summer and Fall Terms at both universities where the subjects were enrolled.

During Summer Term at the University of Florida, test batteries (composed of the EPPS, SV, CPI, and questionnaire) were distributed to all faculty members of the Department of Special Education teaching classes in which special education graduate students were enrolled. The faculty members were asked to distribute the batteries to the appropriate students, collect them one week later, completed, and return them to the researcher. At Florida State University the test batteries were delivered to a faculty member of the Department of Special Education. Included with each battery was a self-addressed, stamped envelope. The batteries were handed out to the students, who were asked to return them by mail, when completed, to the researcher. A total of 67 batteries were distributed at the University of Florida, and 42 were returned. A total of 23 batteries were handed out at Florida State University, and 10 were returned. The rates of return were 63% and 43% respectively.

At the beginning of Fall Term at the University of Florida the researcher obtained permission from all Special Education faculty members teaching classes in which special education graduate students were enrolled to attend the first class meeting of the term. At this time the research project was briefly described to the subjects and the batteries were distributed. The researcher returned to each class one week later and collected the batteries. Forty-six batteries were handed out, and 39 were returned. This rate of return was 85%.

During Fall Term the researcher administered the battery to special education graduate students enrolled in three graduate courses at Florida State University. Most students finished the batteries during class time. Twenty-two batteries were handed out, and 21 were completed and returned. This rate of return was 95%.

During the entire period in which data were collected, a total of 113 test batteries were distributed at the University of Florida, and 81 were returned. Forty-five batteries were distributed at Florida State University, and 31 were returned. The rates of return were 72% and 69% respectively.

### Research Design

#### Independent Variables

There were five independent variables in the research design. They were: (a) subject's area of specialization,

(b) degree level of subject's graduate program, (c) sex of subject, (d) age of subject, and (e) number of years subject has taught in the field of special education.

Area of specialization. Subjects in this research were grouped according to their area of specialization. There were five areas included. They were: (a) Group 1, Mental Retardation (MR), (b) Group 2, Emotionally Disturbed (ED), (c) Group 3, Learning Disabilities (LD), (d) Group 4, Blind and Partially Sighted (Blind), and (e) Group 5, Special Education Administration (Admin.).

Degree level. Subjects in this study were enrolled in graduate programs leading to four different degrees. They were: (a) Master of Education, (b) Specialist of Education, (c) Doctor of Education, and (d) Doctor of Philosophy. They were combined into two groups: (a) Group 1, Master's, and (b) Group 2, Post-Master's.

Age of subject. There were three age groupings. They were: (a) Group 1, 20-24, (b) Group 2, 25-29, and (c) Group 3, Over 30.

Sex of subjects. The subjects were also grouped according to sex. The groupings were: (a) Group 1, Female, and (b) Group 2, Male.

Years of teaching. There were two groups used to classify the subjects according to their number of years of special education teaching experience. They were: (a) Group 1, zero years of teaching experience (Zero Years), and (b) Group 2, one or more years of teaching experience (One or More Years).

### Dependent Variables

There were 39 dependent variables in the research design. They were the variables measured by each of the personality inventories included in the test battery. The Edwards Personal Preference Schedule measures 15 variables, the Allport-Vernon-Lindzey measures six variables, and the California Psychological Inventory measures 18 variables (see Appendix A for the description of the variables).

### Hypotheses

The null hypotheses of this study were:

1. No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects in the five Area of Specialization groups on the 39 dependent variable measures.
2. No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects in the two Degree Level groups on the 39 dependent variable measures.
3. No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects in the three Age groups on the 39 dependent variable measures.
4. No significant differences ( $p < .05$ ) will exist between the mean scores of the Male and Female subjects on the 39 dependent variable measures.

5. No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects grouped according to Years of Teaching on the 39 dependent variable measures.

### Statistical Analysis

All data analysis was performed by an IBM 370/165 computer. The subprograms used for the statistical analysis were part of the system of computer programs entitled Statistical Package for the Social Sciences (SPSS) (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975).

The data were first analyzed to determine the basic distributional characteristics of the five independent variables and the 39 dependent variables. The frequencies of the independent measures were obtained using SPSS subprogram FREQUENCIES. The frequencies, means, and standard deviations of the dependent variables were obtained using SPSS subprogram CONDESCRIPTIVE.

A series of one-way analysis of variance programs were run to test the null hypotheses. SPSS subprogram ONEWAY was used. When appropriate, the a posteriori contrast used was Tukey's alternative procedure,  $\alpha = .05$ .

Discriminant function analysis was conducted to (a) determine how the significant dependent variables related to each other, and (b) to determine their contribution to the discrimination between groups. SPSS subprogram DISCRIMINANT was used for this analysis.

### Limitations

1. The study was dependent on the use of paper-and-pencil personality inventories.
2. Many subjects were "test wise."
3. The completion of the test battery was voluntary.
4. There was no control group with which to compare the results of the entire sample.
5. The number of subjects in different independent variable subgroups varied greatly.

## CHAPTER IV

### RESULTS

This chapter presents the results of the data analysis. It is organized according to the statistical method used to analyze the data, and the purpose of the analysis.

#### Distributional Characteristics of Data

The means and standard deviations of the Edwards Personal Preference Schedule (EPPS) variables for the entire sample are presented in Table 4. The means and standard deviations of the Allport-Vernon-Lindzey Study of Values (SV) variables for the entire sample are presented in Table 5. The means and standard deviations of the California Psychological Inventory (CPI) variables for the entire sample are presented in Table 6.

The absolute and relative frequencies of the independent variables for the entire sample are presented in Table 7. A frequency count of the subject's years of special education administrative experience and university attended by the subject are presented for informative purposes, and are not included in any further analysis.



TABLE 4  
Means and Standard Deviations  
of the EPPS Variables For the Entire Sample<sup>a</sup>

Variable	Mean	Standard Deviation
Achievement	16.50	4.59
Deference	10.88	3.02
Order	8.18	4.26
Exhibition	13.37	3.80
Autonomy	14.11	3.96
Affiliation	16.77	4.23
Intracception	16.68	4.63
Succorance	12.11	4.30
Dominance	14.82	4.70
Abasement	9.27	4.71
Nurturance	15.60	5.22
Change	18.84	4.59
Endurance	12.63	4.48
Heterosexuality	16.37	5.23
Aggression	10.58	4.56

<sup>a</sup>N=112

TABLE 5  
Means and Standard Deviations  
of the SV Variables For the Entire Sample<sup>a</sup>

Variable	Mean	Standard Deviation
Theoretical	42.19	8.57
Economic	39.79	6.83
Aesthetic	45.29	8.25
Social	41.19	8.07
Political	40.05	7.30
Religious	31.63	11.05

<sup>a</sup>N=112

### Analysis of Variance

To test the null hypothesis, one-way analysis of variance was used. This section reports the results of that analysis, and is organized according to the hypothesis tested.

#### Hypothesis 1

No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects in the five Area of Specialization groups on the 39 dependent variable measures.

The means of the 15 Edwards Personal Preference Schedule variables for the subjects in the five Area of Specialization groups are presented in Table 8. The mean scores

TABLE 6  
Means and Standard Deviations  
of the CPI Variables For the Entire Sample<sup>a</sup>

Variable	Mean	Standard Deviation
Dominance	30.65	5.44
Capacity for Status	21.72	3.30
Sociability	26.94	4.64
Social Presence	40.15	5.60
Self-Acceptance	23.55	3.16
Sense of Well-Being	37.21	4.38
Responsibility	29.49	4.25
Socialization	37.08	6.69
Self-Control	27.97	6.48
Tolerance	23.25	3.97
Good Impression	17.44	5.84
Communality	25.41	2.20
Achievement via Conformance	28.76	3.81
Achievement via Independence	22.79	3.79
Intellectual Efficiency	40.87	4.51
Psychological Mindedness	13.18	2.52
Flexibility	11.85	3.81
Femininity	20.65	4.80

<sup>a</sup>N=112

TABLE 7

Absolute and Relative Frequencies of the  
Independent Variables For the Entire Sample<sup>a</sup>

Variable	Absolute Frequency	Relative Frequency (percent)
Age of Subject		
Group 1, 20-24	42	37.5
Group 2, 25-29	40	35.7
Group 3, Over 30	30	26.8
Sex of Subject		
Group 1, Female	76	67.9
Group 2, Male	36	32.1
Degree Level		
Group 1, Master's	73	65.2
Group 2, Post-Master's	39	34.8
Area of Specialization		
Group 1, MR	50	44.6
Group 2, ED	19	17.0
Group 3, LD	26	23.2
Group 4, Blind	8	7.1
Group 5, Admin.	9	8.0
Years of Teaching		
Group 1, 0 years	55	49.1
Group 2, 1 or more years	57	50.9
University of Subject		
Group 1, Univ. of Fla.	81	72.3
Group 2, FSU	31	27.7
Years of Administration		
Group 1, 0 years	94	83.9
Group 2, 1 or more years	18	16.1

<sup>a</sup>N=112

TABLE 8

Means of the EPPS Variables  
For Area of Specialization Groups 1, 2, 3, 4, and 5

Variable	Group 1 MR N=50	Group 2 ED N=19	Group 3 LD N=26	Group 4 Blind N=8	Group 5 Admin. N=9
Achievement	15.30	18.47	17.62	15.75	16.44
Deference	11.20	10.95	10.08	11.00	11.11
Order	8.94	6.47	7.65	5.75	11.22
Exhibition	13.42	12.84	14.38	11.00	13.33
Autonomy	14.28	15.21	14.15	11.25	13.22
Affiliation	16.70	16.21	16.81	18.75	16.44
Intracception	16.76	17.37	15.23	16.00	19.56
Succorance <sup>a</sup>	11.64	12.05	12.50	16.25	10.00
Dominance	14.82	14.84	13.69	14.75	18.11
Abasement	9.78	8.68	9.00	9.75	8.00
Nurturance	15.24	16.37	15.38	19.50	13.11
Change	18.74	19.47	19.81	16.25	17.56
Endurance	13.02	12.21	12.62	11.50	12.44
Hetero- sexuality	16.00	16.89	15.69	19.50	16.44
Aggression <sup>b</sup>	10.50	11.32	11.77	10.50	6.11

<sup>a</sup>Mean of Group 4 significantly larger than means of Groups 1, 2, 3, and 5;  $p < .05$ .

<sup>b</sup>Means of Group 2 and Group 3 significantly larger than mean of Group 5;  $p < .05$ .

of the five groups differ significantly on two dependent variable measures: Succorance and Aggression. The Succorance mean score of Group 4, Blind, is significantly larger ( $p < .05$ ) than the means of Group 1, MR, Group 2, ED, Group 3, LD, and Group 5, Admin. The Aggression mean scores of Group 2, ED, and Group 3, LD, are significantly larger ( $p < .05$ ) than the mean of Group 5, Admin. The standard deviations of the EPPS variables for the subjects in the five Area of Specialization groups are presented in Table 9.

The means and standard deviations of the six Study of Values variables for the subjects in the five Area of Specialization groups are presented in Tables 10 and 11. No significant difference between these variables was found.

The means of the 18 California Psychological Inventory variables for the subjects in the five Area of Specialization groups are presented in Table 12. The mean scores of the five groups differ significantly on five dependent variable measures: Responsibility, Communality, Flexibility, and Femininity. The Responsibility mean scores of Group 4, Blind, and Group 5, Admin., are significantly larger ( $p < .05$ ) than the mean of Group 3, LD. The Communality mean score of Group 4, Blind, is significantly larger ( $p < .05$ ) than the mean scores of Group 1, MR, Group 2, ED, and Group 5, Admin. The Flexibility mean score of Group 2, ED, is significantly larger ( $p < .05$ )

TABLE 9

Standard Deviations of the EPPS Variables  
For Area of Specialization Groups 1, 2, 3, 4, and 5

Variable	Group 1 MR N=50	Group 2 ED N=19	Group 3 LD N=26	Group 4 Blind N=8	Group 5 Admin. N=9
Achievement	4.34	3.76	5.50	2.19	4.82
Deference	3.16	3.17	2.91	2.62	2.80
Order	4.51	4.22	3.27	2.43	4.58
Exhibition	4.05	4.00	3.16	2.27	4.36
Autonomy	4.34	3.39	3.92	1.58	3.73
Affiliation	3.92	4.61	3.95	5.87	4.69
Intracception	4.09	4.76	5.28	5.50	3.54
Succorance	4.19	4.18	3.76	2.96	5.83
Dominance	4.88	3.82	4.97	4.74	3.92
Abasement	4.38	5.08	5.97	3.06	2.74
Nurturance	4.21	8.07	4.69	2.88	4.78
Change	4.58	5.07	3.97	4.17	5.34
Endurance	4.05	5.09	5.00	5.37	3.68
Hetero- sexuality	5.76	3.97	4.74	3.07	7.07
Aggression	4.76	5.08	3.25	4.31	3.76

TABLE 10

Means of the SV Variables For  
Area of Specialization Groups 1, 2, 3, 4, and 5

Variable	Group 1 MR N=50	Group 2 ED N=19	Group 3 LD N=26	Group 4 Blind N=8	Group 5 Admin. N=9
Theoretical	43.32	40.79	43.35	35.50	41.44
Economic	39.08	38.79	42.15	39.25	39.44
Aesthetic	44.40	48.68	43.42	49.75	44.44
Social	41.20	42.16	40.50	42.25	40.11
Political	38.64	40.47	43.15	39.75	38.22
Religious	33.52	30.42	27.42	33.50	34.22

TABLE 11

Standard Deviations of the SV Variables  
For Area of Specialization Groups 1, 2, 3, 4, and 5

Variable	Group 1 MR N=50	Group 2 ED N=19	Group 3 LD N=26	Group 4 Blind N=8	Group 5 Admin. N=9
Theoretical	8.70	6.66	10.43	2.45	7.00
Economic	6.97	8.15	5.58	6.25	6.64
Aesthetic	7.65	7.24	9.78	3.24	9.80
Social	7.58	10.15	8.11	2.31	10.23
Political	7.20	8.78	6.00	6.52	7.05
Religious	12.08	8.91	10.60	7.31	11.29



TABLE 12

Means of the CPI Variables For Area of  
Specialization Groups 1, 2, 3, 4, and 5

Variable	Group 1 MR N=50	Group 2 ED N=19	Group 3 LD N=26	Group 4 Blind N=8	Group 5 Admin. N=9
Dominance	31.08	29.21	29.08	33.00	33.78
Capacity for Status	21.70	22.42	21.27	22.25	21.22
Sociability	26.82	26.53	27.35	27.50	26.78
Social Presence	39.24	40.53	41.16	41.50	40.44
Self-Acceptance	23.12	23.47	23.46	24.50	25.44
Sense of Well- Being	36.98	37.16	36.69	39.25	38.22
Responsibility <sup>a</sup>	29.06	30.47	27.65	32.75	32.22
Socialization	35.22	38.89	37.69	41.25	38.11
Self-Control	28.28	28.37	25.88	29.25	30.33
Tolerance	23.86	23.37	22.27	22.50	23.11
Good Impression	18.40	15.42	16.50	17.00	19.44
Communality <sup>b</sup>	25.00	25.16	25.73	28.00	25.11
Achievement via Conformance	28.26	28.32	28.08	32.50	30.55
Achievement via Independence	22.40	24.26	22.50	22.50	22.89
Intellectual Efficiency	41.38	41.58	39.38	42.75	39.11
Psychological Mindedness	13.26	13.89	13.04	11.75	12.89
Flexibility <sup>c</sup>	11.74	13.84	11.69	11.00	9.44
Femininity <sup>d</sup>	19.84	21.84	21.12	26.25	16.33

Table 12 - continued

<sup>a</sup> Means of Group 4 and Group 5 significantly larger than mean of Group 3;  $p < .05$ .

<sup>b</sup> Mean of Group 4 significantly larger than means of Groups 1, 2, and 5;  $p < .05$ .

<sup>c</sup> Mean of Group 2 significantly larger than mean of Group 5;  $p < .05$ .

<sup>d</sup> Mean of Group 4 significantly larger than means of Groups 1, 3, and 5;  $p < .05$ .

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than the mean of Group 5, Admin. The Femininity mean score of Group 4, Blind, is significantly larger ( $p < .05$ ) than the mean scores of Group 1, MR, Group 3, LD, and Group 5, Admin. The standard deviations of the CPI variables of the five Area of Specialization groups are presented in Table 13.

### Hypothesis 2

No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects in the two Degree Level groups on the 39 dependent variable measures.

The means and standard deviations of the 15 Edwards Personal Preference Schedule variables for the subjects in the two Degree Level groups are presented in Table 14. The mean scores of the two groups differ significantly on five dependent variable measures: Achievement, Order, Dominance, Abasement, and Nurturance. The Achievement mean score for Group 2, Post-Master's, is significantly

TABLE 13

Standard Deviations of the CPI Variables  
For Area of Specialization Groups 1, 2, 3, 4, and 5

Variable	Group 1 MR N=50	Group 2 ED N=19	Group 3 LD N=26	Group 4 Blind N=8	Group 5 Admin. N=9
Dominance	4.90	7.66	4.86	4.34	3.19
Capacity for Status	3.40	2.69	3.53	2.05	4.35
Sociability	3.71	5.98	5.66	3.82	4.44
Social Presence	6.07	4.59	6.15	3.82	4.53
Self-Acceptance	2.87	3.03	3.43	3.74	3.54
Sense of Well- Being	4.83	4.26	4.16	2.31	4.15
Responsibility	4.67	2.78	3.49	1.91	4.92
Socialization	4.47	8.64	8.98	4.03	3.86
Self-Control	6.68	6.53	6.43	3.49	7.09
Tolerance	4.33	4.09	3.65	2.67	3.59
Good Impression	6.24	5.27	5.66	2.62	6.58
Communality	2.59	1.60	1.66	0.00	1.83
Achievement via Conformance	4.06	3.00	3.96	0.93	3.21
Achievement via Independence	4.46	2.33	3.93	1.77	2.71
Intellectual Efficiency	4.84	4.35	4.54	1.91	3.33
Psychological Mindedness	2.72	2.18	2.75	0.46	2.20
Flexibility	4.18	3.99	3.18	0.00	3.21
Femininity	4.30	4.74	4.50	0.89	5.63

TABLE 14

Means and Standard Deviations of the  
EPPS Variables For Degree Level Groups 1 and 2

Variable	Mean		Standard Deviation	
	Group 1 Master's N=73	Group 2 Post-Master's N=39	Group 1 Master's	Group 2 Post-Master's
Achievement	15.58	18.23**	4.30	4.66
Deference	10.55	11.49*	3.17	2.65
Order	7.60	9.26	4.22	4.18
Exhibition	12.86	14.31	3.51	4.19
Autonomy	14.40	13.56	3.95	3.98
Affiliation	17.14	16.08	4.51	3.59
Intracception	17.18	15.74	4.64	4.53
Succorance	12.58	11.23	4.07	4.63
Dominance	13.52	17.26***	4.43	4.27
Abasement	10.04*	7.82	4.76	4.30
Nurturance	16.88***	13.21	5.08	4.67
Change	19.14	18.28	4.34	5.03
Endurance	12.08	13.67	4.58	4.14
Hetero- sexuality	16.28	16.51	5.07	5.59
Aggression	10.38	10.95	4.65	4.42

\* $p < .05$

\*\* $p < .01$

\*\*\* $p < .001$

larger ( $p < .01$ ) than the mean score for Group 1, Master's. The Order mean score for Group 2, Post-Master's, is significantly larger ( $p < .05$ ) than the mean score for Group 1, Master's. The Dominance mean score for Group 2, Post-Master's, is significantly larger ( $p < .001$ ) than the mean score for Group 1, Master's. The Abasement mean score for Group 1, Master's, is significantly larger ( $p < .05$ ) than the mean score for Group 2, Post-Master's. The Nurturance mean score for Group 1, Master's, is significantly greater ( $p < .001$ ) than the mean score of Group 2, Post-Master's.

The means and standard deviations of the six Study of Values variables for the subjects in the two Degree Level groups are presented in Table 15. The mean scores of the two groups differ significantly on two dependent variable measures: Theoretical and Social. The Theoretical mean score of Group 2, Post-Master's, is significantly greater ( $p < .05$ ) than the mean score of Group 1, Master's. The Social mean score of Group 1, Master's, is significantly greater ( $p < .05$ ) than the mean score of Group 2, Post-Master's.

The means and standard deviations of the 18 California Psychological Inventory variables for the subjects in the two Degree Level groups are presented in Table 16. The mean scores of the two groups differ significantly on six dependent variable measures: Dominance, Socialization, Self-Control, Good Impression, Achievement via Conformance, and Femininity. The Dominance mean score of Group 2,

TABLE 15

Means and Standard Deviations of the  
SV Variables For Degree Level Groups 1 and 2

Variable	Mean		Standard Deviation	
	Group 1 Master's N=73	Group 2 Post- Master's N=39	Group 1 Master's	Group 2 Post- Master's
Theoretical	40.73	44.92*	7.98	9.07
Economic	39.19	40.90	6.59	7.21
Aesthetic	45.63	44.64	8.15	8.51
Social	42.51*	38.72	8.03	7.65
Political	39.40	41.26	7.34	7.16
Religious	33.07	28.95	10.88	11.00

\* $p < .05$

Post-Master's, is significantly larger ( $p < .01$ ) than the mean score of Group 1, Master's. The Socialization mean score of Group 2, Post-Master's, is significantly larger ( $p < .05$ ) than the mean score of Group 1, Master's. The Self-Control mean score of Group 2, Post-Master's, is significantly larger ( $p < .05$ ) than the mean score of Group 1, Master's. The Good Impression mean score of Group 2, Post-Master's, is significantly larger ( $p < .05$ ) than the mean score of Group 1, Master's. The Achievement via Conformance mean score of Group 2, Post-Master's, is significantly larger ( $p < .01$ ) than the mean score of Group 1,

TABLE 16

Means and Standard Deviations of the  
CPI Variables For Degree Level Groups 1 and 2

Variable	Mean		Standard Deviation	
	Group 1 Master's N=73	Group 2 Post- Master's N=39	Group 1 Master's	Group 2 Post- Master's
Dominance	29.52	32.77**	5.71	4.18
Capacity for Status	21.51	22.13	3.27	3.37
Sociability	26.70	27.38	4.80	4.34
Social Presence	40.30	39.87	5.68	5.50
Self-Acceptance	23.33	23.95	3.11	3.26
Sense of Well-Being	36.78	38.00	4.75	3.50
Responsibility	29.23	29.97	3.93	4.80
Socialization	36.10	38.92*	5.22	8.59
Self-Control	26.93	29.92*	6.22	6.58
Tolerance	22.99	23.74	4.08	3.77
Good Impression	16.38	19.41**	5.47	6.08
Communality	25.48	25.28	2.20	2.24
Achievement via Conformance	28.04	30.10*	3.97	3.14
Achievement via Independence	22.66	23.03	3.76	3.87
Intellectual Efficiency	40.82	40.95	4.52	4.55
Psychological Mindedness	12.90	13.69	2.50	2.51
Flexibility	11.97	11.62	3.87	3.74
Femininity	21.67*	18.74	4.17	5.36

\* $p < .05$ \*\* $p < .01$

Masters. The Femininity mean score of Group 1, Master's, is significantly larger ( $p < .01$ ) than the mean score of Group 2, Post-Master's.

### Hypothesis 3

No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects in the three Age groups on the 39 dependent variable measures.

The means of the 15 Edwards Personal Preference Schedule variables for the subjects in the three Age groups are presented in Table 17. The mean scores of the three groups differ significantly on seven dependent variable measures: Achievement, Deference, Dominance, Abasement, Nurturance, Endurance, and Aggression. The Achievement mean score of Group 2, 25-29, is significantly larger ( $p < .001$ ) than the mean score of Group 1, 20-24. The Deference mean scores of Group 2, 24-29, and Group 3, Over 30, are significantly larger ( $p < .05$ ) than the mean score of Group 1, 20-24. The Dominance mean scores of Group 2, 25-29, and Group 3, Over 30, are significantly larger ( $p < .01$ ) than the mean score of Group 1, 20-24. The Abasement mean score of Group 1, 20-24, is significantly larger ( $p < .05$ ) than the mean score of Group 3, Over 30. The Nurturance mean score of Group 1, 20-24, is significantly larger ( $p < .01$ ) than the mean scores of Group 2, 25-29, and Group 3, Over 30. The Endurance



TABLE 17  
Means of the EPPS Variables  
For Age Groups 1, 2, and 3

Variable	Group 1 20-24 N=42	Group 2 25-29 N=40	Group 3 Over 30 N=30
Achievement <sup>a</sup>	14.83	18.48	16.20
Deference <sup>b</sup>	9.83	11.40	11.63
Order	8.10	8.08	8.43
Exhibition	13.33	13.35	13.43
Autonomy	14.17	14.48	13.53
Affiliation	17.52	16.33	16.30
Intraseption	17.45	15.50	17.17
Succorance	12.86	11.55	11.80
Dominance <sup>c</sup>	13.07	15.78	16.00
Abasement <sup>d</sup>	10.69	8.78	7.93
Nurturance <sup>e</sup>	17.81	14.08	14.53
Change	19.90	18.13	18.30
Endurance <sup>f</sup>	11.07	14.05	12.93
Heterosexuality	16.48	16.20	16.43
Aggression <sup>g</sup>	9.17	11.85	10.87

<sup>a</sup>Mean of Group 2 significantly larger than mean of Group 1;  $p < .001$ .

<sup>b</sup>Means of Group 2 and Group 3 significantly larger than mean of Group 1;  $p < .05$ .

<sup>c</sup>Means of Group 2 and Group 3 significantly larger than mean of Group 1;  $p < .01$ .

Table 17 - continued

<sup>d</sup>Mean of Group 1 significantly larger than mean of Group 3;  
 $p < .05$ .

<sup>e</sup>Means of Group 2 and Group 3 significantly larger than  
 mean of Group 1;  $p < .01$ .

<sup>f</sup>Mean of Group 2 significantly larger than mean of Group 1;  
 $p < .01$ .

<sup>g</sup>Mean of Group 2 significantly larger than mean of Group 1;  
 $p < .05$ .

---

mean score of Group 2, 25-29, is significantly larger  
 ( $p < .05$ ) than the mean score of Group 1, 20-24. The  
 standard deviations of the EPPS variables for the sub-  
 jects in the three Age groups are presented in Table 18.

The means and standard deviations of the six Study  
 of Values variables for the subjects in the three Age  
 groups are presented in Tables 19 and 20. The mean  
 scores of the two groups differ significantly on three  
 dependent variable measures: Theoretical, Economic, and  
 Social. The Theoretical mean score of Group 2, 25-29,  
 is significantly larger ( $p < .05$ ) than the mean score of  
 Group 1, 20-24. The Economic mean score of Group 2, 25-  
 29, is significantly larger ( $p < .01$ ) than the mean scores  
 of Group 1, 20-24, and Group 3, Over 30. The Social mean  
 score of Group 1, 20-24, is significantly larger ( $p < .01$ )  
 than the mean scores of Group 2, 25-29, and Group 3,  
 Over 30.

The means of the 18 California Psychological Inven-  
 tory variables for the subjects in the three Age groups

TABLE 18

Standard Deviations of the EPPS Variables  
For Age Groups 1, 2, and 3

Variable	Group 1 20-24 N=42	Group 2 25-29 N=40	Group 3 Over 30 N=30
Achievement	4.17	4.21	4.77
Deference	3.23	2.71	2.80
Order	4.22	4.26	4.45
Exhibition	3.84	4.24	3.21
Autonomy	3.67	3.95	4.41
Affiliation	4.91	3.46	4.11
Intracception	3.83	5.62	3.97
Succorance	4.47	3.92	4.54
Dominance	4.94	4.20	4.39
Abasement	4.81	5.51	2.48
Nurturance	4.41	5.29	5.27
Change	3.55	4.71	5.50
Endurance	4.70	4.49	3.47
Heterosexuality	4.85	4.92	6.24
Aggression	4.31	4.01	5.15

TABLE 19  
Means of the SV Variables  
For Age Groups 1, 2, and 3

Variable	Group 1 20-24 N=42	Group 2 25-29 N=40	Group 3 Over 30 N=30
Theoretical <sup>a</sup>	39.76	44.35	42.70
Economic <sup>b</sup>	38.24	42.43	38.43
Aesthetic	45.86	44.98	44.90
Social <sup>c</sup>	44.52	38.68	39.87
Political	39.40	40.50	40.33
Religious	32.57	29.38	33.33

<sup>a</sup>Mean of Group 2 significantly larger than mean of Group 1;  $p < .05$ .

<sup>b</sup>Mean of Group 2 significantly larger than means of Group 1 and Group 3;  $p < .01$ .

<sup>c</sup>Mean of Group 1 significantly larger than means of Group 2 and Group 3;  $p < .01$ .

are presented in Table 21. The mean scores of the three groups differ significantly on one dependent variable measure: Femininity. The Femininity mean score of Group 1, 20-24, is significantly greater than the mean score of Group 3, Over 30. The standard deviations of the CPI variables for the subjects in the three Age groups are presented in Table 22.

TABLE 20

Standard Deviations of the  
SV Variables For Age Groups 1, 2, and 3

Variable	Group 1 20-24 N=42	Group 2 25-29 N=40	Group 3 Over 30 N=30
Theoretical	8.01	8.86	8.35
Economic	6.95	6.34	6.43
Aesthetic	8.05	8.43	8.53
Social	7.83	7.29	8.05
Political	6.79	7.42	7.98
Religious	11.88	9.56	11.56

#### Hypothesis 4

No significant differences ( $p < .05$ ) will exist between the mean scores of the Male and Female subjects on the 39 dependent variable measures.

The means and standard deviations of the 15 Edwards Personal Preference Schedule variables for the Female and Male subjects are presented in Table 23. The mean scores of the two groups differ significantly on seven dependent variable measures: Autonomy, Intraception, Succorance, Dominance, Nurturance, Change, and Heterosexuality. The Autonomy mean score of Group 2, Male, is significantly larger ( $p < .05$ ) than the mean score of Group 1, Female. The Intraception mean score of Group 1, Female,

TABLE 21  
Means of the CPI Variables  
For Age Groups 1, 2, and 3

Variable	Group 1 20-24 N=42	Group 2 25-29 N=40	Group 3 Over 30 N=30
Dominance	29.60	30.95	31.73
Capacity for Status	21.26	22.05	21.93
Sociability	26.50	27.30	27.07
Social Presence	40.36	40.28	39.70
Self-Acceptance	23.17	23.93	23.57
Sense of Well-Being	37.67	35.90	38.30
Responsibility	29.40	28.83	30.50
Socialization	37.50	37.08	36.50
Self-Control	28.00	27.15	29.03
Tolerance	23.12	22.73	24.13
Good Impression	16.90	16.62	19.27
Communality	25.74	25.63	24.67
Achievement via Conformance	28.02	28.98	29.50
Achievement via Independence	23.19	22.25	22.93
Intellectual Efficiency	40.64	40.05	42.27
Psychological Mindedness	13.00	13.38	13.17
Flexibility	12.48	11.73	11.13
Femininity <sup>a</sup>	22.48	20.08	18.87

<sup>a</sup> Mean of Group 1 significantly larger than mean of Group 3;  
p < .01.

TABLE 22

Standard Deviations of the  
CPI Variables For Age Groups 1, 2, and 3

Variable	Group 1 20-24 N=42	Group 2 25-29 N=40	Group 3 Over 30 N=30
Dominance	5.17	4.79	6.45
Capacity for Status	3.55	2.93	3.44
Sociability	4.58	4.91	4.46
Social Presence	6.22	5.01	5.58
Self-Acceptance	2.93	3.79	2.54
Sense of Well-Being	4.40	4.38	4.04
Responsibility	3.84	4.11	4.87
Socialization	4.48	9.50	4.57
Self-Control	6.59	5.89	7.10
Tolerance	4.32	3.61	3.92
Good Impression	4.93	5.88	6.71
Communality	1.67	2.29	2.60
Achievement via Conformance	4.36	3.04	3.86
Achievement via Independence	3.83	3.32	4.32
Intellectual Efficiency	4.22	4.00	5.30
Psychological Mindedness	2.26	2.80	2.53
Flexibility	4.06	2.91	4.46
Femininity	3.93	4.94	5.00

TABLE 23

Means and Standard Deviations of the  
EPPS Variables For Females and Males

Variable	Mean		Standard Deviation	
	Group 1 Female N=76	Group 2 Male N=36	Group 1 Female	Group 2 Male
Achievement	16.09	17.36	4.31	5.08
Deference	10.83	10.97	3.17	2.72
Order	7.95	8.67	4.38	4.00
Exhibition	13.18	13.75	3.87	3.68
Autonomy	13.59	15.19*	3.79	4.14
Affiliation	17.07	16.14	4.37	3.89
Intracception	17.30*	15.36	4.58	4.51
Succorance	13.04***	10.14	4.19	3.90
Dominance	13.86	16.86**	4.38	4.78
Abasement	9.78	8.19	4.81	4.34
Nurturance	16.55**	13.58	5.03	5.11
Change	19.42*	17.61	4.36	4.88
Endurance	12.29	13.36	4.72	3.89
Heterosexuality	15.58	18.03*	4.99	5.41
Aggression	10.04	11.72	4.61	4.28

\* $p < .05$

\*\* $p < .01$

\*\*\* $p < .001$



is significantly larger ( $p < .05$ ) than the mean score of Group 2, Male. The Succorance mean score of Group 1, Female, is significantly larger ( $p < .001$ ) than the mean score of Group 2, Male. The Dominance mean score of Group 2, Male, is significantly larger ( $p < .01$ ) than the mean score of Group 1, Female. The Nurturance mean score of Group 1, Female, is significantly larger ( $p < .01$ ) than the mean score of Group 2, Male. The Change mean score of Group 1, Female, is significantly larger ( $p < .05$ ) than the mean score of Group 2, Male. The Heterosexuality mean score of Group 2, Male, is significantly larger ( $p < .05$ ) than the mean score of Group 1, Female.

The means and standard deviations of the six Study of Values variables for the Female and Male subjects are presented in Table 24. The mean scores of the two groups differ significantly on three dependent variable measures: Theoretical, Political, and Religious. The Theoretical mean score of Group 2, Males, is significantly larger ( $p < .001$ ) than the mean score of Group 1, Female. The Political mean score of Group 2, Male, is significantly larger ( $p < .05$ ) than the mean score of Group 1, Female. The Religious mean score of Group 1, Female, is significantly larger ( $p < .01$ ) than the mean score of Group 2, Male.

The means and standard deviations of the 18 California Psychological Inventory variables for the Female and Male subjects are presented in Table 25. The mean

TABLE 24

Means and Standard Deviations  
of the SV Variables For Females and Males

Variable	Mean		Standard Deviation	
	Group 1 Female N=76	Group 2 Male N=36	Group 1 Female	Group 2 Male
Theoretical	40.18	46.42***	8.30	7.64
Economic	39.11	41.22	6.32	7.69
Aesthetic	46.16	43.44	7.94	8.70
Social	43.14	39.17	7.83	8.31
Political	39.03	42.19**	6.98	7.57
Religious	33.70*	27.28	10.81	10.39

\* $p < .05$

\*\* $p < .01$

\*\*\* $p < .001$

scores of the two groups differ significantly on two dependent variable measures: Responsibility and Femininity. The Responsibility mean score and the Femininity mean score of Group 1, Female, are significantly larger ( $p < .001$ ) than the mean scores of Group 2, Male.

#### Hypothesis 5

No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects grouped according to Years of Teaching on the 39 dependent variable measures.

TABLE 25

Means and Standard Deviations  
of the CPI Variables For Females and Males

Variable	Mean		Standard Deviation	
	Group 1 Female N=76	Group 2 Male N=36	Group 1 Female	Group 2 Male
Dominance	30.01	32.00	5.86	4.18
Capacity for Status	22.04	21.06	3.44	2.91
Sociability	27.13	26.53	4.86	4.16
Social Presence	39.93	40.61	5.93	4.87
Self-Acceptance	23.36	23.94	3.19	3.10
Sense of Well-Being	37.47	36.64	4.41	4.31
Responsibility	30.39*	27.58	3.95	4.26
Socialization	37.46	36.28	5.12	9.21
Self-Control	28.17	27.56	6.44	6.63
Tolerance	23.47	22.78	4.24	3.34
Good Impression	17.34	17.64	6.08	5.39
Communality	25.62	24.97	1.85	2.79
Achievement via Conformance	28.78	28.72	3.91	3.65
Achievement via Independence	22.92	22.50	4.11	3.02
Intellectual Efficiency	41.01	40.56	4.15	5.24
Psychological Mindedness	13.00	13.55	2.46	2.63
Flexibility	11.55	12.47	3.91	3.57
Femininity	22.68*	16.36	3.40	4.53

\*p &lt; .001

The means and standard deviations of the 15 Edwards Personal Preference Schedule variables for the subjects grouped according to years of special education teaching experience are presented in Table 26. The mean scores of the two groups differ significantly on one dependent variable measure: Deference. The Deference mean score of Group 2, One or More Years, is significantly larger ( $p < .05$ ) than the mean score of Group 1, Zero Years.

The means and standard deviations of the six Study of Values variables for the subjects grouped according to years of special education teaching experience are presented in Table 27. There are no significant differences between the groups on these variables.

The means and standard deviations of the 18 California Psychological Inventory variables for the subjects grouped according to years of special education teaching experience are presented in Table 28. The mean scores of the two groups differ significantly on two dependent variable measures: Dominance and Achievement via Conformance. The Dominance mean score of Group 2, One or More Years, is significantly larger ( $p < .05$ ) than the mean score of Group 1, Zero Years. The Achievement via Conformance mean score of Group 2, One or More Years, is significantly larger ( $p < .01$ ) than the mean score of Group 1, Zero Years.

TABLE 26

Means and Standard Deviations of the  
EPPS Variables Teaching Groups 1 and 2

Variable	Mean		Standard Deviation	
	Group 1 0 yrs. teaching N=55	Group 2 1 or more N=57	Group 1 0 yrs. teaching	Group 2 1 or more
Achievement	16.80	16.21	5.03	4.15
Deference	10.27	11.46*	2.81	3.13
Order	7.75	8.60	4.21	4.30
Exhibition	13.36	13.37	3.70	3.94
Autonomy	14.13	14.09	4.05	3.91
Affiliation	16.85	16.68	4.44	4.05
Intracception	16.65	16.70	4.12	5.12
Succorance	12.51	11.72	4.24	4.36
Dominance	14.35	15.28	5.09	4.30
Abasement	9.42	9.12	5.19	4.23
Nurturance	15.84	15.37	5.64	4.82
Change	19.64	18.07	4.22	4.83
Endurance	12.49	12.77	4.49	4.50
Heterosexuality	16.60	16.14	5.09	5.40
Aggression	10.29	10.86	4.84	4.30

\* $p < .05$

TABLE 27

Means and Standard Deviations of the  
SV Variables For Years of Teaching Groups 1 and 2

Variable	Mean		Standard Deviation	
	Group 1 0 yrs teaching N=55	Group 2 1 or more N=57	Group 1 0 yrs teaching	Group 2 1 or more
Theoretical	42.87	41.53	9.94	7.03
Economic	39.47	40.12	7.05	6.66
Aesthetic	45.84	44.75	8.60	7.94
Social	42.22	40.19	9.23	6.71
Political	40.20	39.89	7.70	6.96
Religious	30.27	32.95	10.62	11.39

#### Discriminant Function Analysis

Only those dependent variables that were found to differ statistically between groups were included in the discriminant function analysis. These variables were analyzed to determine their relative contribution to the discrimination between groups.

The six dependent variables that were found to differ significantly ( $p < .05$ ) between the subjects in the five Area of Specialization groups were: Succorance and Aggression (EPPS); and Responsibility, Communality, Flexibility, and Femininity (CPI). Their standardized discriminant function coefficients are presented in Table 29.

TABLE 28

Means and Standard Deviations of the  
CPI Variables For Years of Teaching Groups 1 and 2

Variable	Mean		Standard Deviation	
	Group 1 0 yrs. teaching N=55	Group 2 1 or more N=57	Group 1 0 yrs. teaching	Group 2 1 or more
Dominance	29.40	31.86*	5.94	4.64
Capacity for Status	21.47	21.96	3.60	2.99
Sociability	26.40	27.46	4.60	4.66
Social Presence	40.29	40.02	5.32	5.90
Self-Acceptance	23.42	23.67	2.93	3.39
Sense of Well-Being	36.84	37.56	4.45	4.32
Responsibility	28.78	30.18	3.90	4.48
Socialization	37.04	37.12	5.90	7.42
Self-Control	27.04	28.88	6.70	6.18
Tolerance	23.05	23.44	4.62	3.27
Good Impression	16.36	18.47	6.00	5.54
Communality	25.33	25.49	2.01	2.39
Achievement via Conformance	27.75	29.74**	3.99	3.38
Achievement via Independence	22.80	22.77	4.06	3.54
Intellectual Efficiency	41.24	40.51	4.83	4.18
Psychological Mindedness	13.07	13.28	2.82	2.21
Flexibility	12.53	11.19	4.20	3.30
Femininity	20.76	20.54	4.50	5.11

\*p &lt; .05

\*\*p &lt; .01

TABLE 29

Standardized Discriminant Function Coefficients  
Area of Specialization

Variable	Coefficient
EPPS	
Succorance	-0.14
Aggression	-0.41
CPI	
Responsibility	0.09
Communality	-0.34
Flexibility	-0.28
Femininity	-0.65

The coefficients represent the relative contribution of the variables to the function (Nie et al., 1975). The results are statistically significant ( $p < .001$ ).

The group centroids are presented in Table 30. These figures indicate how far the groups are along the dimension being used to discriminate between the groups (Nie et al., 1975).

The 13 dependent variables that were found to differ significantly ( $p < .05$ ) between the subjects in the two Degree Level groups were: Achievement, Order, Dominance, Abasement, and Nurturance (EPPS), Theoretical and Social (SV), and Dominance, Socialization, Self-Control, Good



TABLE 30  
Centroids of Groups  
Area of Specialization

Group	Centroid
Group 1 MR	0.19
Group 2 ED	-0.30
Group 3 LD	-0.26
Group 4 Blind	-1.15
Group 5 Admin.	1.33

Impression, Achievement via Conformance, and Femininity (CPI). The standardized discriminant function coefficients are presented in Table 31. The results are statistically significant ( $p < .001$ ). The group centroids are presented in Table 32.

The 11 dependent variables that were found to differ significantly ( $p < .05$ ) between the subjects in the three Age groups were: Achievement, Deference, Dominance, Abasement, Nurturance, Endurance, and Aggression (EPPS), Theoretical, Economic, and Aesthetic (SV), and Femininity (CPI). The standardized discriminant function coefficients are presented in Table 33. The group centroids are presented in Table 34.

TABLE 31  
Standardized Discriminant Function Coefficients  
Degree Level

Variable	Coefficient
EPPS	
Achievement	-0.26
Order	-0.20
Dominance	-0.20
Abasement	0.03
Nurturance	0.46
SV	
Theoretical	-0.10
Social	0.05
CPI	
Dominance	-0.34
Socialization	-0.23
Self-Control	-0.12
Good Impression	-0.08
Achievement via Conformance	-0.14
Femininity	0.16

TABLE 32  
Centroids of Groups  
Degree Level

Group	Centroid
Group 1 Master's	0.48
Group 2 Post-Master's	-0.90

TABLE 33  
Standardized Discriminant Function Coefficients  
Age

Variable	Coefficient
EPPS	
Achievement	0.34
Deference	0.44
Dominance	0.34
Abasement	-0.39
Nurturance	-0.20
Endurance	0.45
Aggression	0.34
SV	
Theoretical	-0.13
Economic	-0.09
Aesthetic	-0.42
CPI	
Femininity	-0.27

TABLE 34  
Centroids of Groups  
Age

Group	Centroid
Group 1 20-24	-1.08
Group 2 25-29	0.72
Group 3 Over 30	0.56

The 12 dependent variables that were found to differ significantly ( $p < .05$ ) between the Male and Femals subjects were: Autonomy, Intraception, Succorance, Dominance, Nurturance, Change, and Heterosexuality (EPPS); Theoretical, Political, and Religious (SV); and Responsibility and Femininity (CPI). The standardized discriminant function coefficients are presented in Table 35. The results are statistically significant ( $p < .001$ ). The group centroids are presented in Table 36.

The three dependent variables that were found to differ significantly ( $p < .05$ ) between the subjects who had no special education teaching experience and those who had one or more years of experience were: Deference (EPPS); and Dominance and Achievement via Conformance (CPI). The standardized discriminant function coefficients are presented in Table 37. The group centroids are presented in Table 38.

TABLE 35  
Standardized Discriminant Function Coefficients  
Sex

Variable	Coefficient
EPPS	
Autonomy	0.05
Intracception	-0.19
Succorance	-0.37
Dominance	-0.01
Nurturance	-0.07
Change	-0.52
Heterosexuality	0.34
SV	
Theoretical	0.06
Political	-0.06
Religious	-0.29
CPI	
Responsibility	-0.10
Femininity	-0.87

TABLE 36  
Centroids of Groups  
Sex

Group	Centroid
Group 1 Female	-0.69
Group 2 Male	1.46

TABLE 37  
Standardized Discriminant Function Coefficients  
Years of Teaching

Variable	Coefficient
EPFS	
Deference	0.72
CPI	
Dominance	0.80
Achievement via Conformance	0.54

TABLE 38  
Centroids of Groups  
Years of Teaching

Group	Centroid
Group 1 0 years	-0.33
Group 2 1 or more years	0.32

## CHAPTER V

### DISCUSSION AND CONCLUSION

The interpretation of the results is presented in the first section of this chapter. The results are then related to the research reviewed in Chapter II. A discussion of the original research problem and its relationship to the results of this study are included in the Conclusions section. Implications of this study are considered, as are suggestions for further research. The chapter concludes with a brief summary of the study.

#### Discussion

The first objective of this study was to generate an initial personality profile of people who have chosen special education as a profession. To achieve this objective the researcher converted the Edwards Personal Preference Schedule and California Psychological Inventory mean raw scores of the subjects into standard scores with a mean of 50 and a standard deviation of 10. These standard scores are presented in Tables 39 and 40.

None of the standard scores of the Edwards Personal Preference Schedule variables deviates from the mean by as much as one standard deviation. This indicates that



TABLE 39  
Standard Scores of the EPPS Variables  
For the Entire Sample

Variable	Females	Males
Achievement	57	53
Deference	46	49
Order	45	47
Exhibition	46	49
Autonomy	52	51
Affiliation	49	52
Intracception	49	48
Succorance	51	48
Dominance	50	49
Abasement	40	41
Nurturance	51	50
Change	54	55
Endurance	49	51
Heterosexuality	53	51
Aggression	49	48

the mean scores of this sample can be interpreted as average (Edwards, 1959).

Several of the standard scores of the California Personality Inventory variables deviate from the mean by slightly more than one standard deviation. The mean

TABLE 40  
Standard Scores of the CPI Variables  
For the Entire Sample

Variable	Females	Males
Dominance	56	60
Capacity for Status	55	54
Sociability	55	55
Social Presence	60	63
Self-Acceptance	58	63
Sense of Well-Being	49	49
Responsibility	46	44
Socialization	45	49
Self-Control	44	46
Tolerance	38	39
Good Impression	36	40
Communality	60	58
Achievement via Conformance	52	53
Achievement via Independence	60	60
Intellectual Efficiency	54	54
Psychological Mindedness	57	61
Flexibility	59	59
Femininity	50	49

scores of the variables that were found to be more than one standard deviation above the mean are: Social Presence, Self-Acceptance, and Achievement via Independence. The variables that are more than one standard deviation below the mean are: Tolerance and Good Impression.

Based on these results, these subjects tend to be seen as poised, spontaneous, and self-confident in personal and social interactions. They possess a strong sense of personal worth, and are demanding and aggressive. They have a definite capacity for independent thinking and action, and their achievement is facilitated in settings where autonomy and independence are seen as positive behaviors. The subjects tend to be seen as disbelieving and distrustful in personal and social outlook, and intolerant of other people's social beliefs and attitudes. At the same time, they are not concerned about how others react to them (Gough, 1969).

In order to interpret the Study of Values mean raw scores, they were compared to the norms presented in the SV Manual (Allport, Vernon, & Lindzey, 1970). Three mean scores exceed the range of 50% of all normative scores on that value. These are presented in Table 41. The male and female Religious mean scores are both definitely low, and the male Aesthetic mean score is definitely high. The low Religious scores indicate a lack of interest in religion and religious experiences. The high Aesthetic score indicates the subjects tend toward individualism

TABLE 41  
Means of the SV Variables  
For the Entire Sample

Variable	Females	Males
Theoretical	40.18	46.42
Economic	39.11	41.22
Aesthetic	46.16	43.44 <sup>a</sup>
Social	43.14	39.17
Political	39.33	42.19
Religious	33.70 <sup>a</sup>	27.28 <sup>a</sup>

<sup>a</sup>Scores exceed the range of 50% of all scores on that value.

and self-sufficiency, and have a high degree of interest in artistic aspects of life.

#### Hypothesis 1: Area of Specialization

Based on the results of the analysis of variance, Hypothesis 1 was rejected. The hypothesis was: No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects in the five Area of Specialization groups on the 39 dependent variable measures. The six dependent variables that differ significantly between the five groups are: Succorance and Aggression (EPPS); and Responsibility, Communalility, Flexibility, and Femininity (CPI). In descending order of their contribution to the

discrimination between the groups they are: Femininity, Aggression, Communality, Flexibility, Succorance, and Responsibility. The researcher chose not to include Succorance and Responsibility in the interpretation because of their low discriminant function coefficients.

The mean score of the subjects whose area of specialization is the Blind and Partially Sighted is significantly higher than the mean scores of the subjects whose areas of specialization are Mental Retardation and Learning Disabilities on the CPI Femininity variable. Based on these results, the Blind subjects tend to be seen as more gentle, moderate, and sympathetic than the Mental Retardation and Learning Disabilities subjects (Gough, 1969). This high mean score could be a result of the sex of the subjects in the Blind group. Six of the eight subjects were women. This could skew the results so that a statistically real difference was due to a sampling bias.

The mean score of the Blind group is significantly higher than the subjects whose areas of specialization are Mental Retardation, Emotional Disturbance, and Administration on the CPI Communality variable. Based on these results, the Blind group tends to be seen as more moderate, patient, and sincere than the Mental Retardation, Emotional Disturbance, and Administration subjects (Gough, 1969).

The mean scores of the subjects whose areas of specialization are the Emotionally Disturbed and Learning

Disabled are significantly higher on the EPPS Aggression variable than the Administration subjects. Based on these results the Administration subjects are less likely to attack contrary points of view, criticize others publicly, and blame others when things go wrong (Edwards, 1959).

The Administration group scored significantly lower on the CPI Flexibility variable than the group of subjects whose area of specialization is the Emotionally Disturbed. Based on these results, the Administration subjects tend to be seen as more deliberate, methodical, and more deferential to authority, custom, and tradition (Gough, 1969).

Interpretation of the group centroids shows that the subjects whose areas of specialization are Administration and Blind differ significantly from each other on these variables. The subjects whose areas of specialization are the Emotionally Disturbed and Learning Disabled are almost identical when these variables are used to compare them, and the Mental Retardation subjects are very similar to these two groups.

The researcher suggests that the differences between the groups be interpreted with caution. The number of subjects whose areas of specialization are the Blind and Partially Sighted and Administration were both very small (eight and nine, respectively). All significant differences between the five groups involved these two groups. Considering the indication that the scores of the subjects whose areas of specialization were the Emotionally Disturbed,

Learning Disabled, and Mentally Retarded were all very similar on these variable measures, it is possible that if the number of subjects in the other two groups were larger, there would be no significant differences between all five groups. On the other hand, the possibility exists that an increase in the number of subjects would confirm the findings.

#### Hypothesis 2: Degree Level

Based on the results of the analysis of variance, Hypothesis 2 was rejected. The hypothesis was: No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects in the two Degree Level groups on the 39 dependent variable measures. The 13 dependent variables that differ significantly between the two groups are: Achievement, Order, Dominance, Abasement, Nurturance (EPFS); Theoretical and Social (SV); and Dominance, Socialization, Self-Control, Good Impression, Achievement via Conformance, and Femininity (CPI). In descending order of their contribution to the discrimination between the groups, they are: Nurturance, Dominance, Achievement, Socialization, Order, Dominance, Femininity, Achievement via Conformance, Self-Control, Good Impression, Theoretical, Social, and Abasement. The researcher chose not to include the last seven variables in the interpretation because of their low discriminant function coefficients.

Based on the results, the following interpretation can be made. The Master's group tends to feel a greater

need to assist others less fortunate than themselves, to be sympathetic and understanding and to show affection toward others. The Post-Master's group tends to be seen as having more leadership ability, dominance, persistence and social initiative. They feel a greater need to argue for their point of view, be the leader in groups to which they belong, and to persuade others to do what they want. The Post-Master's group feels a greater need to be successful, to be recognized authorities, to accomplish tasks of great significance, and to be able to do things better than others. They tend to have written work neat and orderly, to be well organized, and to have things arranged so they run smoothly without change. The Post-Master's group tends to be more serious, conscientious and responsible, and may be seen as self-denying and conforming (Edwards, 1959; Gough, 1969).

This profile of the Post-Master's group seems to conform to the popularly held view of the dominant, aggressive, achievement oriented doctoral student. The Master's group is closer to the norm on all these variables than the Post-Master's group.

### Hypothesis 3: Age

Based on the results of the analysis of variance, Hypothesis 3 was rejected. The hypothesis was: No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects in the three Age groups on the 39



dependent variable measures. The 11 variables that differ significantly between the three groups are: Achievement, Deference, Dominance, Abasement, Nurturance, Endurance, Aggression (EPPS); Theoretical, Economic, Aesthetic (SV); and Femininity (CPI). In descending order of their contribution to the discrimination between the groups they are: Endurance, Deference, Aesthetic, Abasement, Achievement, Dominance, Aggression, Femininity, Nurturance, Theoretical, and Economic. The researcher chose not to include the last two variables in the interpretation because of their low discriminant function coefficients.

Based on the mean scores of the groups, the following interpretation can be made. The younger group (age 20-24) feels a lesser need to keep at a job until it is finished or to work hard at a task than the middle group (age 25-29), and they feel more timid in the presence of superiors than does the older group (30 and over). The older group feels a greater need to do their best, to accomplish tasks requiring skill, to attack contrary points of view, and to criticize others than the younger group. Both the middle and older groups feel a greater need to get suggestions from others, to follow instructions, and to do what is expected of them, while at the same time they feel a need to persuade and influence others to do what they want, and to direct the action of others. The older group tends to be seen as more blunt and direct in thinking and action, and manipulative in dealing with others (Edwards, 1959; Gough, 1969).

The group centroids show that the middle and older groups are very similar to each other in terms of these variable measures. Both groups differ significantly from the younger group.

There are similarities between the middle and older groups and the Post-Masters group, and the Masters group and the younger group. An obvious reason for this would be the positive correlation between age and degree level. The younger subjects would be more likely to be in a Masters program, and the older subjects would be more likely to be in a Post-Masters program.

#### Hypothesis 4: Sex

Based on the results of the analysis of variance, Hypothesis 4 was rejected. The hypothesis was: No significant differences ( $p < .05$ ) will exist between the mean scores of the Male and Female subjects on the 39 dependent variable measures. The 12 variables that differ significantly between the two groups are: Autonomy, Intraception, Succorance, Dominance, Nurturance, Change, Heterosexuality (EPPS), Theoretical, Political, Religious (SV), Responsibility, and Femininity (CPI). In descending order of their contribution to the discrimination between the groups they are: Femininity, Change, Succorance, Religious, Intraception, Responsibility, Nurturance, Theoretical, Political, Autonomy, and Dominance. The researcher chose not to include the last seven variables in the interpretation because of their low discriminant function coefficients.

Based on these results, the following interpretation can be made. The females have significantly more feminine interests than males. They are seen as more patient, gentle, and sincere. They have a greater need to have others provide help when in trouble and to seek encouragement from others. They feel a greater need to understand how others feel about problems and to judge people by why they do things, rather than by what they do. The females feel a greater need to experience novelty and change in daily routine and to experiment and try new things. They are also more religious than the males (Allport, Vernon, & Lindzey, 1970; Edwards, 1959; Gough, 1969).

#### Hypothesis 5: Years of Teaching

Based on the results of the analysis of variance, Hypothesis 5 was rejected. The hypothesis was: No significant differences ( $p < .05$ ) will exist between the mean scores of the subjects grouped according to Years of Teaching on the 39 dependent variable measures. The three variables that differ significantly between the two groups are: Deference (EPPS); and Dominance and Achievement via Conformance (CPI). In descending order of their contribution to the discrimination between the groups they are: Dominance, Deference, and Achievement via Conformance.

Based on the results, those subjects with one or more years of special education teaching experience have a greater need to follow instructions and to do what is

expected of them, to conform to custom and to avoid the unconventional than the subjects with no special education teaching experience. The experienced teachers are seen as more stable and sincere, and tend to achieve in settings where conformance is a positive behavior (Edwards, 1959; Gough, 1969).

Since there are only three variables that differ between these two groups, it can be concluded that the personality characteristics of these two groups are quite similar. The group that had teaching experience may be older than the group without experience, and this could account for the differences that were found.

The results of this study are consistent with some research studies reviewed in Chapter II, and not with others. Garrison and Scott (1961) found that the personal needs (as measured by the EPPS) of special education students differed significantly from students in other areas of education. When the results of this author's research were interpreted it was found that the personal needs of the sample did not differ significantly from the mean of the inventory normative sample. Since the results were not compared to the results of other groups in education, no further comparisons can be made.

Jones and Gottfried (1966) studied the relationship between psychological needs (as measured by the EPPS) and preference for teaching different types of exceptional children. They found significant differences between

groups of subjects who expressed a preference for teaching children with different handicaps. The present study did not support those findings. This study gave only weak evidence that there exists differences in the psychological needs of special educators in different areas of specialization.

Wakefield and Cowl (1974) attempted to formulate an image of the ideal special education teacher. The EPPS variables considered most desirable for a special education teacher were Intracception, Nurturance, Endurance, and Achievement. The results of the present study indicated that this sample of special educators did not differ significantly from the norm on any of these variable measures. There may be initial agreement that these needs are desirable for a special education teacher, but there was no indication that this sample possessed those characteristics.

Gottfried and Jones (1964) studied motivational factors associated with the choice of special education as a career. The internalized motives most often given were: (a) a desire to help others, and (b) the challenge of the field. The present research compliments the second finding. A challenging career would appeal to the subjects of this study, who were found to be aggressive and achievement oriented.

Reid, Reid, Whorton, and Reichard (1972) administered the CPI to special education and nonspecial education majors.

They found significant differences between the groups. This is consistent with the results of the present study. The subjects in the sample differed more than one standard deviation from the mean of the normative sample on five of the variable measures.

There was no indication that the people who choose to educate emotionally disturbed children need to go through a special screening process, as suggested by Balow (1966). This is consistent with Osipow's (1968) conclusion that "in general, no data exist to suggest a specific relationship between psychopathology and career choice" (p. 177).

#### Conclusions and Implications

The primary purpose of this study was to generate an initial personal profile of special educators. Based on the results of the study, it was concluded that special educators tend to be seen as poised, spontaneous, and self-confident in personal and social interactions. They possess a strong sense of personal worth, and are demanding and aggressive. They have a definite capacity for independent thinking and action, and their achievement is facilitated in settings where autonomy and independence are seen as positive behaviors. They are disbelieving and distrustful in personal and social outlook, and intolerant of other people's social beliefs and attitudes. At the same time they are not concerned about how others react to them. In as much as the subjects can be considered

representative of special educators as a group, these characteristics would be typical of them.

The secondary purpose of the study was to determine whether or not there are any differences between special educators in five different areas of specialization. The results indicated that there are no significant differences in the psychological needs, personal values, or personality traits of the people who have chosen the education of mentally retarded, the emotionally disturbed, or learning disabled children as a career. It can be concluded, based on these results, that the choice of area of specialization is not determined by the personality characteristics of the special educator.

Personality characteristics of special educators relate to many facets of the profession, including career choice, career satisfaction, recruitment, screening, teacher training, and teacher competence. It is possible that this study can contribute to a general picture of the characteristics of special educators as they relate to career choice. As stated by Zytowski (1970), "members of a given occupation tend to be more like each other and less like people not in that occupation" (p. 76). It is interesting to speculate whether or not the personality characteristics of members of a given occupation, in this case special education, were similar prior to the time they became a group, thus accounting for the similarity, or did they become like one another as a result of group membership.



This profile of the personality characteristics of special educators could also be related to the training sequence. Their strong indication of self-reliance and independence would suggest that a training program that would recognize and reward their independence would encourage the greatest amount of achievement. On the other hand, the training process might have been the cause of group conformity, thus accounting for the high degree of independence and achievement of the group.

#### Suggestions For Further Research

It is possible that the personality profile generated by this study is not unique to the field of special education. Since all subjects were graduate students, this profile may be more representative of that group, than of special educators. In order to determine the answer to this question, another similar research project could be conducted that would include other groups for comparison purposes.

Approximately one-half of the subjects had one or more years of special education teaching experience, and had returned to graduate school for more training. It is possible that the personality characteristics isolated in this study are traits needed for success in the field. It is generally thought that a special student needs a special teacher, and it might be the characteristics of self-confidence, independence, and self-centeredness that



contribute to success in the field and satisfaction within the profession. This question also deserves further investigation.

It would be interesting to investigate the relationship of personality characteristics of graduate students at the beginning of their training and at the end. If significant differences were found, it could be concluded that the training process caused some degree of conformity, resulting in a group of people who were "more like each other and less like people not in that occupation" (Zytowski, 1970, p. 76). This is perhaps the reason for the differences between the Master's and Post-Master's subjects.

The knowledge of personality characteristics can also be related to the recruitment process. Special education as a profession has reached the stage that it no longer has to accept people simply to fill its ranks. People can be recruited whose characteristics are commensurate with those of successful people in the profession. For this purpose, a similar study could be conducted that included as subjects those individuals who had been chosen as successful special educators.

#### Summary

The objectives of this study were: (a) to generate an initial personality profile of people who have chosen special education as a profession, and (b) to determine whether or not there are any significant differences between

the personality characteristics of special educators in different areas of specialization, in different degree level programs, of different ages, with a different number of years of teaching experience, and of both sexes.

The subjects (N=112) were special education graduate students enrolled full-time at two state supported universities in Florida. Three paper-and-pencil inventories were completed by the subjects. They were the Edwards Personal Preference Schedule, the Allport-Vernon-Lindzey Study of Values, and the California Psychological Inventory.

Analysis of variance was used to determine whether or not significant differences existed between the mean scores of any of the groups on any of the variable measures of the personality inventories. Discriminant function analysis was used to determine the relationship of the variables to each other, and their contribution to the discrimination between groups.

Based on the results of the analysis, a general personality profile of special educators was developed. There were no significant differences between the subjects whose areas of specialization were Mental Retardation, Emotional Disturbance, and Learning Disabilities. There were significant differences between the subjects in different degree level programs, of different ages, with a different number of years of teaching experience, and of both sexes.

## APPENDIX A

DESCRIPTION OF THE VARIABLES OF THE  
EDWARDS PERSONAL PREFERENCE SCHEDULE,  
THE ALLPORT-VERNON-LINDZEY STUDY OF VALUES,  
AND THE CALIFORNIA PSYCHOLOGICAL INVENTORY

THE MANIFEST NEEDS ASSOCIATED WITH EACH OF  
THE 15 EDWARDS PERSONAL PREFERENCE SCHEDULE VARIABLES

1. ach Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. def Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. ord Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. exh Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal

adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. aut Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. aff Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. int Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. suc Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. dom Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. aba Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. nur Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others

with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. chg Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. end Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. het Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. agg Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

Source: Edwards, 1959



PERSONAL VALUES ASSOCIATED WITH EACH OF THE  
SIX STUDY OF VALUES VARIABLES

1. The Theoretical. The dominant interest of the theoretical man is the discovery of truth. In the pursuit of this goal he characteristically takes a "cognitive" attitude, one that looks for identities and differences; one that divests itself of judgments regarding the beauty of utility of objects, and seeks only to observe and to reason. Since the interests of the theoretical man are empirical, critical, and rational, he is necessarily an intellectualist, frequently a scientist or philosopher. His chief aim in life is to order and systematize his knowledge.

2. The Economic. The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily needs (self-preservation), the interest in utilities develops to embrace the practical affairs of the business world--the production, marketing, and consumption of goods, the elaboration of credit, and the accumulation of tangible wealth. This type is thoroughly "practical" and conforms well to the prevailing stereotype of the average American businessman.

The economic attitude frequently comes into conflict with other values. The economic man wants education to be

practical, and regards unapplied knowledge as waste. Great feats of engineering and application result from the demands economic men make upon science. The value of utility likewise conflicts with the aesthetic value, except when art serves commercial ends. In his personal life the economic man is likely to confuse luxury with beauty. In his relations with people he is more likely to be interested in surpassing them in wealth than in dominating them (political attitude) or in serving them (social attitude). In some cases the economic man may be said to make his religion the worship of Mammon. In other instances, however, he may have regard for the traditional God, but inclines to consider Him as the giver of good gifts, of wealth, prosperity, and other tangible blessings.

3. The Aesthetic. The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He regards life as a procession of events; each single impression is enjoyed for its own sake. He need not be a creative artist, nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

The aesthetic attitude is, in a sense, diametrically opposed to the theoretical; the former is concerned with the diversity, and the latter with the identities of experience. The aesthetic man either chooses, with Keats, to consider truth as equivalent to beauty, or agrees with

Mencken, that, "to make a thing charming is a million times more important than to make it true." In the economic sphere the aesthete sees the process of manufacturing, advertising, and trade as a wholesale destruction of the values most important to him. In social affairs he may be said to be interested in persons but not in the welfare of persons; he tends toward individualism and self-sufficiency. Aesthetic people often like the beautiful insignia of pomp and power, but oppose political activity when it makes for the repression of individuality. In the field of religion they are likely to confuse beauty with purer religious experience.

4. The Social. The highest value for this type is love of people. In the Study of Values it is the altruistic or philanthropic aspect of love that is measured. The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish. He is likely to find the theoretical, economic, and aesthetic attitudes cold and inhuman. In contrast to the political type, the social man regards love as itself the only suitable form of human relationship. Spranger adds that in its purest form the social interest is selfless and tends to approach very closely to the religious attitude.

5. The Political. The political man is interested primarily in power. His activities are not necessarily within the narrow field of politics; but whatever his vocation, he betrays himself as a Machtmensch. Leaders

in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish above all else for personal power, influence, and renown.

6. The Religious. The highest value of the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality. Spranger defines the religious man as one "whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience." Some men of this type are "immanent mystics," that is, they find their religious experience in the affirmation of life and in active participation therein. A Faust with his zest and enthusiasm sees something divine in every event. The "transcendental mystic," on the other hand, seeks to unite himself with a higher reality by withdrawing from life; he is the ascetic, and, like the holy men of India, finds the experience of unity through self-denial and meditation. In many individuals the negation and affirmation of life alternate to yield the greatest satisfaction.

Source: Allport, Vernon, & Lindzey, 1970

PERSONALITY TRAITS ASSOCIATED WITH EACH OF THE  
18 CALIFORNIA PSYCHOLOGICAL INVENTORY VARIABLES

High Scorers Tend to be seen as:	Scale and Purpose	Low Scorers Tend to be seen as:
Class I. Measures of Poise, Ascendancy, Self-Assurance and Interpersonal Adequacy		
Aggressive, confident, persistent, and planful; as being persuasive and verbally fluent; as self-reliant and independent; and as having leadership potential and initiative.	<p>1. Do (dominance) To assess factors of leadership ability, dominance, persistence, and social initiative.</p> <p>2. Cs (capacity for status) To serve as an index of an individual's capacity for status (not his actual or achieved status). The scale attempts to measure the personal qualities and attributes which underlie and lead to status.</p>	Retiring, inhibited, commonplace, indifferent, silent and unassuming; as being slow in thought and action; as avoiding of situations of tension and decision; and as lacking in self-confidence.
Ambitious, active, forceful, insightful, resourceful, and versatile; as being ascendant and self-seeking; effective in communication; and as having personal scope and breadth of interests.	3. Cs (capacity for status) To serve as an index of an individual's capacity for status (not his actual or achieved status). The scale attempts to measure the personal qualities and attributes which underlie and lead to status.	Apathetic, shy, conventional dull, mild, simple, and slow; as being stereotyped in thinking; restricted in outlook and interests; and as being uneasy and awkward in new or unfamiliar social situations.
Outgoing, enterprising, and ingenious; as being competitive and forward; and as original and fluent in thought.	3. Sy (sociability) To identify persons of outgoing, sociable, participative temperament.	Awkward, conventional, quiet, submissive, and unassuming; as being detached and passive in attitude; and as being suggestible and overly influenced by others' reactions and opinions.

Clever, enthusiastic, imaginative, quick, informal, spontaneous, and talkative; as being active and vigorous; and as having an expressive, ebullient nature.

4. Sp (social presence)  
To assess factors such as poise, spontaneity, and self-confidence in personal and social interaction.

Deliberate, moderate, patient self-restrained, and simple; as vacillating and uncertain in decision; and as being literal and unoriginal in thinking and judging.

Intelligent, outspoken, sharp-witted, demanding, aggressive, and self-centered; as being persuasive and verbally fluent; and as possessing self-confidence and self-assurance.

5. Sa (self-acceptance)  
To assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action.

Methodical, conservative, dependable, conventional, easy-going, and quiet; as self-abasing and given to feelings of guilt and self-blame; and as being passive in action and narrow in interests.

Energetic, enterprising, alert, ambitious, and versatile; as being productive and active; and as valuing work and effort for its own sake.

6. Wb (sense of well-being)  
To identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment.

Unambitious, leisurely, awkward, cautious, apathetic, and conventional; as being self-defensive and apologetic; and as constricted in thought and action.

## Class II. Measures of Socialization, Maturity, Responsibility, and Intrapersonal Structuring of Values

Planful, responsible, thorough, progressive, capable, dignified, and independent; as being conscientious and dependable; resourceful and efficient; and as being alert to ethical and moral issues.

7. Re (responsibility)  
To identify persons of conscientious, responsible, and dependable disposition and temperament.

Immature, moody, lazy, awkward, changeable, and disbelieving; as being influenced by personal bias, spite, and dogmatism; and as under-controlled and impulsive in behavior.



Serious, honest, industrious, modest, obliging, sincere, and steady; as being conscientious and responsible; and as being self-denying and conforming.

8. So (socialization) To indicate the degree of social maturity, integrity, and rectitude which the individual has attained.

Defensive, demanding, opinionated, resentful, stubborn, headstrong, rebellious, and undependable; as being guileful and deceitful in dealing with others; and as given to excess, exhibition, and ostentation in their behavior.

Calm, patient, practical, slow, self-denying, inhibited, thoughtful, and deliberate; as being strict and thorough in their own work and in their expectations for others; and as being honest and conscientious.

9. Sc (self-control) To assess the degree and adequacy of self-regulation and self-control and freedom from impulsivity and self-centeredness.

Impulsive, shrewd, excitable, irritable, self-centered, and uninhibited; as being aggressive and assertive; and as overemphasizing personal pleasure and self-gain.

Enterprising, informal, quick, tolerant, clear-thinking, and resourceful; as being intellectually able and verbally fluent; and as having broad and varied interests.

10. To (tolerance) To identify persons with permissive, accepting, and non-judgmental social beliefs and attitude.

Suspicious, narrow, aloof, wary, and retiring; as being passive and overly judgmental in attitude; and as disbelieving and distrustful in personal and social outlook.

Co-operative, enterprising, outgoing, sociable warm, and helpful; as being concerned with making a good impression; and as being diligent and persistent.

11. Gi (good impression) To identify persons capable of creating a favorable impression, and who are concerned about how others react to them.

Inhibited, cautious, shrewd, wary, aloof, and resentful; as being cool and distant in their relationships with others; and as being self-centered and too little concerned with the needs and wants of others.

Dependable, moderate, tactful, reliable, sincere, patient, steady, and realistic; as being honest and conscientious; and as having common sense and good judgment.

12. Cm (communality) To indicate the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory.

Impatient, changeable, complicated, imaginative, disorderly, nervous, restless, and confused; as being guileful and deceitful; inattentive and forgetful; and as having internal conflicts and problems.

### Class III. Measures of Achievement Potential and Intellectual Efficiency

Capable, co-operative, efficient, organized, responsible, stable, and sincere; as being persistent and industrious; and as valuing intellectual activity and intellectual achievement.

13. Ac (achievement via conformance) To identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.

Coarse, stubborn, aloof, awkward, insecure, and opinionated; as easily disorganized under stress or pressures to conform; and as pessimistic about their occupational futures.

Mature, forceful, strong, dominant, demanding, and foresighted; as being independent and self-reliant; and as having superior intellectual ability and judgment.

14. Ai (achievement via independence) To identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.

Inhibited, anxious, cautious, dissatisfied, dull, and wary; as being submissive and compliant before authority; and as lacking in self-insight and self-understanding.



Efficient, clear-thinking, capable, intelligent, progressive, planful, thorough, and resourceful; as being alert and well-informed; and as placing a high value on cognitive and intellectual matters.

15. Ie (intellectual efficiency) To indicate the degree of personal and intellectual efficiency which the individual has attained.

Cautious, confused, easy-going, defensive, shallow, and unambitious; as being conventional and stereotyped in thinking; and as lacking in self-direction and self-discipline.

#### Class IV. Measures of Intellectual and Interest Modes

Observant, spontaneous, quick, perceptive, talkative, resourceful, and changeable; as being verbally fluent and socially ascendant; and as being rebellious toward rules, restrictions, and constraints.

16. Py (psychological-mindedness) To measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others.

Apathetic, peaceable, serious, cautious, and unassuming; as being slow and deliberate in tempo; and as being overly conforming and conventional.

Insightful, informal, adventurous, confident, humorous, rebellious, idealistic, assertive, and egoistic; as being sarcastic and cynical; and as highly concerned with personal pleasure and diversion.

17. Px (flexibility) To indicate the degree of flexibility and adaptability of a person's thinking and social behavior.

Deliberate, cautious, worrying, industrious, guarded, mannerly, methodical, and rigid; as being formal and pedantic in thought; and as being overly deferential to authority, custom, and tradition.

Appreciative, patient, helpful, gentle, moderate, persevering, and sincere; as being respectful and accepting of others; and as behaving in a conscientious and sympathetic way.

18. Fe (femininity) To assess the masculinity or femininity of interests. (High scores indicate more feminine interests, low scores more masculine.)

Outgoing, hard-headed, ambitious, masculine, active robust, and restless; as being manipulative and opportunistic in dealing with others; blunt and direct in thinking and action; and impatient with delay, indecision, and reflection.

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Source: Gough, 1969

APPENDIX B  
QUESTIONNAIRE

## QUESTIONNAIRE

Social Security #: \_\_\_\_\_

(Your S.S.# is requested on this questionnaire and the inventories for "bookkeeping" purposes. Your scores will not be divulged to anyone.)

Please circle the answer to the following questions:

Age: 1) 20-24                      Sex: 1) female  
      2) 25-29                      2) male  
      3) 30-39  
      4) 40 and above

University: 1) University of Florida  
              2) Florida State University

Degree level of present program:

- 1) Masters
- 2) Specialist
- 3) Doctorate

Area of specialization of present program:

- 1) mental retardation
- 2) emotional disturbance/behavior disorders
- 3) learning disabilities
- 4) blind and partially sighted
- 5) special education administration

Please supply the following information where applicable:

College attended for Bachelors degree: \_\_\_\_\_

Major: \_\_\_\_\_

Degree date: \_\_\_\_\_

College attended for Masters degree: \_\_\_\_\_

Major: \_\_\_\_\_

Degree date: \_\_\_\_\_

College attended for Specialist degree: \_\_\_\_\_

Major: \_\_\_\_\_

Degree date: \_\_\_\_\_

Number of years employed in the field of Special Education:

Teaching: \_\_\_\_\_

Dates: \_\_\_\_\_

Administration: \_\_\_\_\_

Dates: \_\_\_\_\_

Other: \_\_\_\_\_

Dates: \_\_\_\_\_

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## BIOGRAPHICAL SKETCH

Pamela Vortigern Cochrane was born in Philadelphia, Pennsylvania. She grew up in Norwood, Pennsylvania, where she attended the public schools. She graduated from Interboro High School in 1964.

She attended Wilson College, in Chambersburg, Pennsylvania, from 1964 to 1968. She graduated with a Bachelor of Arts degree, with a major in psychology, and a minor in sociology.


After two years of work and travel, she enrolled as a graduate student in the Department of Special Education at the University of Florida. She graduated in 1971, with a Master of Education degree. Her area of specialization was the education of the emotionally disturbed.

Upon graduation she accepted a position as a special education teacher in the Jefferson County, Colorado, public school system. She taught emotionally disturbed and behavior disordered elementary school children from 1971 through 1973.

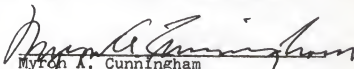
In 1972 Miss Cochrane enrolled in the doctoral program in the Department of Special Education at the University of Florida. She graduated with a Doctor of Philosophy degree in 1975. Her area of specialization was the education of

the emotionally disturbed, and her minor was educational administration.

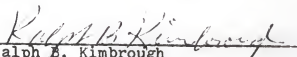
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
William R. Reid, Chairman  
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
Myron A. Cunningham  
Professor of Education

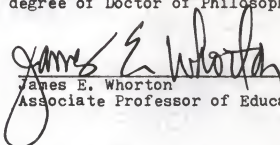
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Ralph B. Kimbrough  
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


  
Cary L. Reichard  
Associate Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
James E. Whorton  
Associate Professor of Education

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December, 1975

  
Dean, College of Education

\_\_\_\_\_  
Dean, Graduate School